A STUDY OF TEXAS PROGRAMS OF CURRICULUM IMPROVEMENT

THROUGH IN-SERVICE EDUCATION

IN SENIOR HIGH SCHOOLS

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A Dissertation

Presented to

the Faculty of the College of Education

University of Houston

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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by

Edwin Silverberg

August, 1966

ACKNOWLEDGEMENT

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A B S T R A C T

Silberberg, Edwin, <u>A</u> <u>Study</u> <u>of</u> <u>Texas</u> <u>Programs</u> <u>of</u> <u>Curriculum</u>
<u>Improvement</u> <u>Through</u> <u>In-service</u> <u>Education</u> <u>in</u> <u>Senior</u> <u>High</u>
<u>Schools</u>. Unpublished Doctor's Dissertation, University
of Houston, Houston, Texas, August, 1966.

The study was concerned with practices and
recommendations for in-service education programs in relation
to curriculum development in the State of Texas. The purpose
of the investigation was to provide guidelines for
administrators responsible for organizing and administering
in-service education programs.

The related literature was reviewed, and two survey
instruments were developed. The instruments were pre-tested
and a pilot study was conducted. The Texas Association of
School Administrators endorsed the study. The questionnaire
pertaining to practices was distributed to two hundred and
thirty directors of instruction and the questionnaire
pertaining to recommendations was sent to two hundred and
thirty high school principals.

Findings. Significant practices as reported by the
directors of instruction are contained in the following list.

1. The cooperative approach is used in organizing,
    administering, and developing the philosophy of
    in-service programs.

2. The assistant superintendent for instruction is
    responsible for the district level in-service
    program.

3. The principal is responsible for in-service
    activities at the building level.

4. Textbook selection and the development of curriculum guides are cooperative endeavors.

5. District level personnel visit teachers to assist with curriculum projects.

6. Faculty meetings, community surveys, action research, self-evaluation studies, are phases of the curriculum improvement program.

7. An annual budget is provided for in-service projects.

8. A district level professional library, a resource center, and a building level professional library are provided.

9. College courses are required every three years and professional personnel are enrolled in courses during the school year and in the summer.

10. Consultants from school business firms, textbook companies, universities and colleges, within district school personnel, State Department of Education, local community are utilized.

Recommendations as reported by the high school principals are identical to the practices reported by the directors of instruction with the following exceptions:

1. Curriculum committees at the district level should be composed of administrators, and the committee membership should determine meeting times and places.

2. District level personnel should not visit teachers primarily to assist with curriculum projects.

3. Teachers and administrators should be involved in a study of child growth and development at least once every five years.

4. Departmental chairmen should observe classroom activities to help with curriculum development.

5. Resource centers should be maintained at the building level.

6. Teachers and administrators should be enrolled in subject matter courses during the summer.

7. Consultant services not strongly recommended include school business firms, textbook companies, and community resource persons.

Conclusions:

1. Effective in-service education programs are organized and administered according to democratic, cooperative principles.

2. The assistant superintendent for instruction is responsible for the district level in-service program, and the principal is the building level instructional leader.

3. The directors of instruction do not necessarily practice the democratic approach to organization and administration of certain in-service activities; the principals indicated the approach should be democratic and cooperative.

4. Administrators visit classrooms to help improve instruction.

5. No one in-service activity is paramount over others.

6. Administrators recognize the need to provide facilities for in-service programs.

7. Professional personnel are enrolled in college courses during the school year and in the summer. Subject matter courses taken in the summer are recommended for professional personnel.

8. Consultants and resource people are utilized in the in-service program.

Recommendations:

1. In-service education should be an integral part of the instructional program.

2. Administrators should stress the cooperative approach to in-service education.

3. Released time and/or remuneration should be provided for teachers who participate in in-service programs.

4. Institutions of higher education should consider offering a course primarily concerned with the development of in-service programs.

5. Professsional associations, school districts, the Texas Education Agency should examine their programs of in-service education in light of the findings of this study.

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CHAPTER I

THE PROBLEM

I.   INTRODUCTION AND BACKGROUND

Today's teacher is constantly confronted with the
process of change and the necessity of keeping abreast of
the times. The sum total of man's knowledge is doubling
each generation.[1] Constant societal changes, shifts in
man's cultural patterns, and the continuing explosion of
knowledge are interacting forces which increase the rate
of obsolescence of school curricula and in turn the
teacher's pre-service education.[2] The nation's schools
must direct their attention to a thorough evaluation of
what they are teaching and how they are teaching in this
age of unprecedented change.

Most educators are cognizant of the diversity of
backgrounds which teachers bring to a school. One may
find in almost every faculty: (1) beginning teachers,
(2) teachers returning to the profession after varying
intervals of absence and with dissimilar amounts of
education, (3) teachers recruited from other states,
(4) teachers who have been transferred from elementary
school to secondary school assignments, (5) teachers
whose professional interests, experiences, and

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[1]Ross L. Neagley and N. Dean Evans, Handbook for
Effective Supervision of Instruction (Englewood Cliffs,
New Jersey: Prentice-Hall, Inc., 1964), p. 189.

[2]Ibid.

contributions are constantly a source of stimulation and encouragement to their colleagues, and (6) teachers within the system who need to broaden their education, reevaluate their philosophy, and improve their teaching competencies.[3]

For over a century, educators have been alert to the in-service needs of teachers. They are dedicated more than ever before to the implementation of in-service education activities. These activities are designed to help teachers and administrators keep abreast of the times, develop a team concept, and avoid lethargy. These factors, also, have implications for curriculum development. A review of the literature indicates that one of the best ways to foster curriculum development is to provide effective in-service education programs.

II. STATEMENT OF THE PROBLEM

This study is concerned with practices and recommendations for in-service education programs in relation to curriculum development in a selected group of public schools in the State of Texas. Reports of practices by directors of instruction and recommendations by high school principals form the basis for identification and analyses of current in-service education programs. The result of this two-fold investigation of in-service

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[3]Lois G. McMahon, "A Study of In-Service Education Programs in Selected California Public School Systems," (unpublished Doctoral dissertation, University of California, Berkeley, 1954), p. 5.

activities serves as guidelines for curriculum development and improvement of the instructional program. Conclusions drawn from the findings of the study are used to answer the following questions:

1. What organizational patterns will emerge relative to in-service programs in the area of curriculum development?

2. What staff member is responsible for the district-wide organization and administration of the in-service program in the area of curriculum development?

3. Are teachers being involved in curriculum development; if so, to what degree?

4. Is a professional library and resource center available at the central office and in the individual building?

5. Are lay people involved in any of the in-service activities that are related to curriculum development?

6. To what degree do department heads participate in curriculum development?

7. What are some of the more prevalent in-service activities used in curriculum development?

8. How are in-service curriculum projects financed?

9. To what degree are outside consultants used in in-service programs in the area of curriculum development?

10. What are some of the characteristics of effective and ineffective in-service curriculum development programs?

III. SIGNIFICANCE OF THE PROBLEM

"Whatever affects society affects the schools,"[4] because schools reflect the interests and needs of the society in which they exist. Recent changes in the societal interests and needs of our nation have given impetus to changes in the curriculum of the nation's schools. Curriculum development in the public schools has been affected by nationally developed programs of instruction. Such programs include: The School Mathematics Study Group, The Syracuse University-Webster College Madison Project, The University of Illinois Arithmetic Project, Biological Sciences Curriculum Study, Chemical Bond Approach Project, Physical Science Study Committee, and The Modern Language Project, "Parlons Francois."

Recent legislative acts such as the National Defense Education Act, the Economic Opportunity Act, and the Elementary and Secondary School Act of 1965 will foster other programs of in-service education for teachers. Many of these programs are concerned with the culturally disadvantaged student. Vernon F. Haubrich, in an article published by the International Reading Association in March, 1965, said,

> The issues and problems surrounding the preparation
> of teachers for disadvantaged areas are intimately
> linked to the realities of the social setting of the
> schools and colleges and the ambitions and motives of
> prospective teachers. The heart of the matter lies

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[4]John H. Fisher, "Steps Into the Future," *The School Executive* 75:52-55, July, 1956.

in the cultural misunderstandings that exist between many teachers and many children and parents from disadvantaged areas.5

These nationally developed programs of instruction have encouraged modifications in school programs. Changes in the curriculum of the schools and new programs of instruction are effective in direct correlation to the quality and amount of education for the professional personnel implementing the programs. Therefore, the schools are faced with the problem of imparting new knowledge and information to staff members on the job. Professional personnel must be taught to use the recently developed teaching devices and methods of instructional presentation. Colleges and universities, individually or in cooperation with such agencies as the National Science Foundation have sponsored workshops, institutes, and other intensive courses to improve the quality of teaching below the college level. The enactment of the National Defense Education Act has legislated a variety of institutes and other study programs for the in-service education of teachers.

Curriculum oriented in-service programs sponsored by public school districts for their staffs are being affected by the current programs of instructional emphases and the accompanying devices designed to update and upgrade teachers and teaching. There is a possibility that these programs have or will change the direction and/or emphasis

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[5] Vernon F. Haubrich, "The Culturally Disadvantaged and Teacher Education," The Reading Teacher, 18:499, March, 1965.

of the curriculum oriented programs of in-service education.

The findings reported in a partial review of the research and literature related to this tudy indicate that the studies have treated parts of the proposed area and suggest a need for further investigation. The educator who is interested in improving curriculum development and in-service education programs is in need of additional professional guidelines. The information obtained from this study will:

1. furnish educators with current practices in in-service education programs concerned with curriculum development in Texas Public Schools,

2. give educators access to the latest recommendations regarding programs of in-service education and curriculum development,

3. be useful to college teachers and administrators in identifying further pre-service needs and in-service needs of prospective teachers and teachers already on the job,

4. suggest ways in which the Texas Education Agency may plan future curriculum related programs of in-service education,

5. assist school personnel in establishing or improving curriculum related in-service activities in their own districts and schools, and

6. be helpful to the Texas Association of School Administrators and the Texas Association for Supervision and Curriculum Development in planning future conferences and workshops.

IV. LIMITATIONS OF THE STUDY

The study was conducted within the following

limitations. The results should be interpreted in light

of these controls.

1. A survey was made of the public school districts of
   Texas having an average daily attendance of
   1,500-50,000 and above according to the Texas
   Education Agency Bulletin 656.

2. Emphasis was placed on in-service education programs
   in the public senior high schools of Texas.

3. In-service education was studied in relationship to
   curriculum development.

4. Responses were received from directors of
   instruction and senior high school principals.

V. PROCEDURE FOR MAKING THE STUDY

A list of school districts was obtained from the

Texas Education Agency Bulletin 656. These school districts

have an average daily attendance of 1,500-50,000

scholastics and above. A questionnaire was sent to the

director of instruction and a senior high school principal

in each district to ascertain the data needed concerning

curriculum oriented in-service education programs.

The survey instrument for the study was developed

as follows:

1. A study was made of the literature dealing with
   programs of in-service education and the
   activities related to these programs.

2. Questionnaires used in other research studies were analyzed.

3. From the study of the related literature and the related questionnaires an instrument was structured.

4. A preliminary form of the questionnaire was tested and corrected by a sampling of educators.

5. A revision was made of certain items in the questionnaire. The results were analyzed to determine whether the instrument was significant for the purpose of the study.

6. A letter was sent to each school district participating in the study to determine the names of the director of instruction and the high school principal.

7. The questionnaire was sent to 460 educators in the State of Texas.

8. Three weeks after the questionnaire was mailed, a follow-up calling attention to the study was sent to educators who had not returned the instrument. If the questionnaire was not returned three weeks after the first follow-up was sent, a second mailing was made with an accompanying letter.

The questionnaire was sent to directors of instruction at the central office level. The director of instruction was asked to respond to a questionnaire pertaining to current practices of in-service programs related to curriculum development.

An instrument was sent to senior high school principals to obtain recommendations for the improvement of curriculum development and instruction through in-service education activities in his school.

Each questionnaire was divided into three major sections:

1. The first section solicited responses on practices or recommendations from the respondents on in-service education in relation to curriculum development. This section was concerned with in-service activities organized at the central office level, in-service activities organized at the individual school level, institutes and college or university sponsored courses, and the services of consultants.

2. The second section sought free responses regarding any phase of in-service curriculum development undertaken in each of the school systems.

3. The third section asked for information regarding characteristics of the most and least beneficial kinds of in-service curriculum development programs in each school system.

VI. TREATMENT OF DATA

The questionnaires were checked to determine their accuracy and consistency. The collected data were processed as follows:

1. Machine methods were used for sorting and analysis.

2. The total number of responses to each question was determined and treated in terms of frequency of response, and percentage of the total responses to each item.

3. The data were presented in terms of tables, listings, and textual form.

4. The data were analyzed and conclusions drawn.

VII.   DEFINITIONS OF TERMS

In-service education. In this study the term
in-service education includes all of the organized
activities that are arranged or sponsored to foster the
growth and development of the professional staff of a
school district.

Curriculum development. Curriculum development
refers to those efforts that are exerted within a school
district to improve the curriculum and to effect change in
the total educational program. Encompassed are such
activities as the production of courses of study, resource
units, and the determination of goals and objectives of the
instructional program.

Practice. The word practice in this investigation
denotes the customary or habitual way in-service
activities are performed.

Recommendations. The term recommendation indicates
the acceptance or favor of a given in-service practice.

Director of instruction. Director of instruction
refers to the central office person responsible for the
total instructional program in the school district.

VIII.   PRESENTATION OF FINDINGS

Chapter I has presented a statement of the problem,
established a need for the investigation, defined
limitations, given definitions of terms, and stated the
sources of data to be collected and the proposed treatment
of these data.

Chapter II is devoted to a review of the literature related to the problem.

Chapter III presents a discussion of the procedures used in conducting the investigation.

The findings as related to practices and recommendations of in-service activities organized at the central office level are treated in Chapter IV, and Chapter V reports the findings relative to practices and recommendations of in-service activities organized at the building level.

Chapter VI presents the findings related to additional factors of in-service education.

Chapter VII summarizes the findings and the contributions they offer in terms of guidelines and content for in-service program development. This chapter is followed by the appendices and a bigliography.

CHAPTER II

REVIEW OF RELATED LITERATURE

A survey was made of the books, periodicals,
dissertations, and other current related literature
concerned with the in-service education movement. The
survey showed that in-service education has been treated
extensively in the related literature. The literature
revealed, however, that none of the books, periodical
articles, or dissertations that dealt with this subject was
devoted to practices and recommendations in the same way,
with the same emphasis on curriculum development, or with
the same population, as is this study. The related
literature was organized around topics and was reviewed
in narrative form. This organization provided the back-
ground information for the study as well as facilitated the
review of the pertinent literature.

I. THE IN-SERVICE CONCEPT: ORIGIN AND DEVELOPMENT

The 56th Yearbook of the National Society for the
Study of Education, In-Service Education, contains one of
the best historical accounts of in-service education.[1]
This synopsis of the growth of the modern conception of
in-service education was prepared by Herman G. Richey.

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[1]Herman G. Richey, "Growth of the Modern
Conception of In-Service Education," Fifty-sixth Yearbook
of the National Society for the Study of Education, Part I
(Chicago, Illinois: University of Chicago Press, 1957),
pp. 35-66.

Richey stated that the first known type of in-service education was the teachers' institute. He reported that these institutes were described by Horace Mann as early as 1845.

These early institutes were organized to help alleviate the conditions that existed prior to and following the Civil War. The in-service institute was recognized as a necessity to help correct the defects of teachers and the state of education at this time. Citing evidence of the deplorable conditions existing in education up to and following the Civil War, Richey pointed out:

> . . . the public schools on the whole were staffed by probably the most indifferent, incompetent, and poorly educated teachers in the history of American education.[2]

Richey also reported:

> . . . the prevailing ideas regarding education, and the temper of the people generally made it essential that programs of in-service education of the period should be directed toward the correction of the most obvious defects of teachers . . .[3]

Further evidence regarding the establishment of the first in-service education institute was cited in the National Education Association publication, The First Hundred Years, by Edgar B. Wesley.[4] He indicated that

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[2]Ibid., p. 37.

[3]Ibid.

[4]Edgar B. Wesley, The First Hundred Years (New York: Harper and Brothers, 1957), p. 87.

beginning in the late 1840's the first institute was held
to promote professional development and grew constantly in
popularity since it offered facilities for educating more
teachers. Normal schools had facilities for schooling only
a fraction of the teachers, while colleges, academies, and
high school departments reached only a few more.
Townships, cities, counties, and states sponsored
institutes, lasting from two days to two months. Attendance
was voluntary in some cases and for others it was
compulsory; some school boards allowed pay for attendance
and others required the teacher to make up the lost days.

A third beginning for the institute was cited by
Joseph L. Lins, in his article, "Origin of Teacher
Improvement Service in the United States," published in the
Journal of Educational Research. He cited evidence to
indicate that the first institute was held in 1839 at
Hartford, Connecticut, under the direction of Henry Barnard.
Lins noted that the teachers spent part of the afternoon and
evening in study and during the day they visited " . . .
the best schools in Hartford."[5]

Although there is some discrepancy concerning the
actual date of the first institute, the evidence indicates
that such institutes were one of the earliest kinds of
in-service activity. Further, the dates presented in
evidence testify that early educators were cognizant of
the need to supplement the education that teachers received
in the normal schools.

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[5]Joseph L. Lins, "Origin of Teacher Improvement
Service in the United States," Journal of Educational
Research, 38:698, May, 1945.

Two additional factors which prompted the use of in-service education activities were flexible certification standards and the young ages of the teachers.[6] The certification standards were entirely dependent on the supply and demand of teachers and these fluctuated considerably. The young teachers, many of whom were frequently between fourteen and seventeen, precipitated a need for further education. In some states one-half of the teachers were under 21 years of age and others were under the age of 16; one-half to three-fourths changed positions each year; and one-fifth or more of the teachers were on an initial assignment.

The in-service institute was under severe attack by the turn of the nineteenth century. The institute had been useful during a period of time when adequate facilities for teacher education were not available and when the qualifications of teachers were so low that even a mediocre program was worthwhile. However, it is evident from the literature, that the institute remained one of the most widely used forms of in-service education to the close of the nineteenth century.

Other in-service practices are mentioned during this period. Richey cited the existence of extension courses and correspondence study.[7]

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[6] Benjamin W. Frazier, Development of State Programs for the Certification of Teachers (Washington, D. C.: Government Printing Office, 1938), p. 5.

[7] Richey, op. cit., p. 48.

New innovations in in-service education appeared at the turn of the nineteenth century. Teachers began meeting in reading circles, and summer programs were organized for teachers. Edgar W. Knight, in his book, Public Education In The South, reported that the reading circle work was poorly planned and directed and it was merely tolerated by teachers and administrators.[8] Knight[9] and Richey[10] discussed the organization of summer programs for teachers. These summer programs, at first, were conducted as assemblies or chautauquas, independent of colleges and universities. When the normal schools, colleges, and universities began to organize summer schools, the growth of these schools was rapid. Richey reported,

> . . . summer schools and sessions multiplied and, except for a temporary setback during the period of the first World War, enrollments mounted year by year with hardly an exception throughout the entire period.[11]

In the early 1900's the normal schools added extension courses to their offerings.[12]

Another early form of in-service education took place right in the school. This service was in the form of

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[8] Edgar W. Knight, Public Education In The South (New York: Ginn and Company, 1922), p. 449.

[9] Ibid.

[10] Richey, op. cit., p. 47.

[11] Ibid., p. 48.

[12] Ibid., pp. 46-48.

supervision. Supervision came to be recognized as the most important agency for teacher improvement in the early part of the twentieth century. Evolving from the lay function of inspection of schools, supervision was probably one of the oldest forces for the improvement of instruction.

In Boston, there was "the appointment of committees of citizens to visit and inspect the plant and equipment and to examine pupil achievement" as early as 1709.[13] For many years the supervisor determined proper teaching methods and standards, and frequently dictated the instructional program. However, in the mid-1920's, the study of human relations and the trend toward more democratic administration gradually changed the role of the supervisor from a teller to a helper.

Sabbatical leaves, another type of in-service activity, can be traced back to 1908.[14] In some school systems, teachers received leave for study, travel, or rest; but organized systems of leave were not set up at this time. A leave after ten years of service, for study or travel of a year, based on one-third pay was allowed in Cambridge, Massachusetts, as early as 1913.

The workshop is one of the more recent methods of teacher improvement. Both Lins[15] and Richey[16] noted that the workshop came into being in the early 1930's. Richey

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[13]Ibid., p. 49.

[14]Lins, op. cit., p. 706.

[15]Ibid.

[16]Richey, op. cit., p. 62.

added, in 1955, with the exception of college course offerings, that the workshop continued to be the most widely used form of in-service education.[17]

Additional historical background information is found in three reviews of the history of teacher education written by Evenden,[18] Hill,[19] and Knight.[20] Evenden presents a progress report on teacher education from 1918 to 1943 and points out the many changes and the advances that have been made in the education of teachers. Hill summarizes the instructional difficulties of teachers, and Knight provides us with a full treatise on the development of a century of teacher education.

In-service education received its greatest impact as a result of World War II. The employment of large numbers of inadequately prepared teachers during the war years led educators to rely on emergency in-service education programs. Workshops were frequently used and short courses were offered to administrators, so, they in turn could assist their emergency teachers.[21]

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[17]Ibid., p. 59.

[18]Edward S. Evenden, "Twenty-five Years of Teacher Education," Educational Record, 24:334-44, October, 1943.

[19]George E. Hill, "Teachers' Instructional Difficulties -- A Review of Research," Journal of Educational Research, 37:602-615, May, 1944.

[20]Edgar W. Knight, "A Century of Teacher Education," Educational Forum, 9:149-161, January, 1945.

[21]Maurice E. Troyer, James A. Allen, Jr., and William E. Young, "In-Service Teacher Education," Review of Educational Research, 16:241, June, 1946.

The war-time crisis spurred colleges and
universities to play a stronger role in in-service
education. Mildred A. Dawson indicated, in 1943, four
methods used by a state-supported institution to facilitate
practical in-service education:

1. college professors conducted workshops;

2. teachers visited campus demonstration schools;

3. teachers were given college credit by state boards
    of education for local workshops;

4. a state-wide committee to plan the curriculum for
    the post-war period was organized.[22]

A review of the origin and development of in-service
education up to World War II brings us to a point where we
may now be concerned with current practices and
recommendations.

As late as 1957, Richey noted in his writings that
the newest form of in-service education is action research.
He stated:

> The theory of action research is in accord with the
> evolving concept of in-service education. The
> research is focused upon problem situations. It
> generally, if not necessarily, involves participation
> of many persons in formulating suggested solutions to
> real problems, in trying out the most likely appearing

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[22]Mildred A. Dawson, "Practical In-Service Teacher
Education," Twenty-third Yearbook of the National
Association for Supervisors of Student Teaching, Part II
(Lockhaven, Pennsylvania: State Teachers College, 1943),
pp. 16-18.

methods of solving the problems, and in evaluating the results of the application of those methods.[23]

II. TYPES AND EXTENT OF IN-SERVICE ACTIVITIES

In-service education programs are widely used by school systems of all sizes and types throughout our nation. In 1957 a nation-wide study was made which indicated that in-service education programs were in operation in public school systems in all of the forty-eight states.[24] The Research Division of the National Education Association in 1951 found that 1,488 urban school systems out of a sample of 1,615 school systems reported special opportunities for in-service education and professional growth of teachers.[25] In 1950, Jardine found that 95 percent of the 38 schools he surveyed had some form of in-service education program. More than 80 percent of the programs were developed during the preceding decade.[26] Clifford P. Archer, in the Encyclopedia of Educational Research, cited other surveys

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[23]Richey, op. cit., p. 63.

[24]Federal Security Agency, Schools At Work In 48 States, Office of Education Bulletin Number 13 (Washington, D.C.: Government Printing Office, 1953), pp. 133-134.

[25]National Education Association, Research Division, "Teacher Personnel Procedures, 1950-51: Employment Conditions in-Service," Research Bulletin 30:46-48, 1952.

[26]Alex Jardine, "Current Practices for In-Service Education," Nation's Schools, 46:36, July, 1950.

that indicate a widespread and increasing interest in
in-service growth activities.[27]

Twenty-one types of in-service activities were cited
by Frank A. Doggett in a Jacksonville Beach junior-senior
high school in Florida.[28] Lois G. McMahon found in her
study of six school systems in northern California a total
of fifty-four activities; however, the number ranged from
thirty to thirty-six in any given district.[29]

In a publication of the National Association of
Secondary School Principals, Russell Morris stated
emphatically that the prime area of concern in establishing
in-service programs should be the orientation of new
teachers.[30] He lamented the fact that the new student is
carefully guided and oriented, but the new teacher all
too frequently must shift for himself. Morris criticized
the lack of understanding between teachers in different
departments. Teachers in one department failed deplorably
to understand the curricular offerings of other
departments within the same school.

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[27]Clifford P. Archer, "In-Service Education,"
Encyclopedia of Educational Research (New York: Macmillan
Company, 1960), pp. 702-703.

[28]Frank A. Doggett, "An In-Service Training Program,"
Bulletin of the National Association of Secondary School
Principals, 44:120, February, 1960.

[29]McMahon, op. cit., p. 147.

[30]J. Russell Morris, "Why An In-Service Education
Program?," Bulletin of the National Association of
Secondary School Principals, 44:124, February, 1960.

In-service education workshop techniques, case
studies of workshop activities and practices, are presented
as further information in a 1961 publication of the Gulf
School Research Development Association.[31]

A publication of the Texas Association for
Supervision and Curriculum Development, "Goals for
Supervision in Texas," discusses the supervisory goals,
methods, procedures, and activities of the instructional
supervision program.[32]

III. TRENDS

A review of the related literature establishes few
trends prior to 1946. The trends noted in this section
will be concerned with the literature since 1946.

The Commission on Teacher Education in 1946 cited
the following trends: (1) school systems were trying to
reach a balance between centralization and decentralization,
(2) group methods were being used more extensively, (3)
recognition of the dignity of teachers and respect for the
human element, (4) school districts were accepting more
responsibility for in-service programs, rather than leaving
the teacher to seek out help; (5) budgetary provisions

[31]John G. Steele, "Managing In-Service Workshops,"
A Progress Report of the Study Commission on School
Personnel, (Houston, Texas: Gulf School Research
Development Association, 1961), 45 pp.

[32]Texas Association for Supervision and Curriculum
Development, "Goals for Supervision in Texas," Report from
the Study Commission on Goals for Supervision, 1966.

for in-service education activities were beginning to be
made by districts, and (6) workshops were being established
at the local districts by colleges and universities.[33]

In the Review of Educational Research, Maurice E.
Troyer and others wrote in 1946 that (1) faculty meetings
were being devoted to studying the curriculum, behavior of
children, community problems and evaluation; (2) extension
courses were being replaced by workshops; (3) summer
classes at the colleges and universities were working with
groups to develop their own programs of study rather than
follow preconceived courses of study; and (4) in agreement
with the report by the Commission on Teacher Education, the
concept of the cooperative and democratic approach in
planning and conducting in-service education programs was
strongly in evidence.[34]

A trend toward extending the school year was noted
by Richard C. Lonsdale in 1949. He wrote,

> This trend . . . may well prove to be the most
> significant development in the field of in-service
> education of teachers for some decades.[35]

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[33] Commission on Teacher Education, The Improvement
of Teacher Education (Washington, D. C.: American Council
on Education, 1946), pp. 167-170.

[34] Maurice E. Royer, James A. Allen, Jr., and
William E. Young, "In-Service Teacher Education," Review of
Educational Research, 16:249, June, 1946.

[35] Richard C. Lonsdale, "In-Service Education of
Teachers," Review of Educational Research, 13:220, June,
1949.

He discovered another trend, especially in larger
districts, in which in-service courses were being
developed and taught by personnel from within the
district.[36]

Marvin L. Berge indicated in 1957 in the 56th
Yearbook for the National Society for the Study of Education
the district level coordination of in-service education was
being taken over by an assistant superintendent in charge
of instruction.[37] He found that at the building level the
principal's role appeared to be shifting from that of a
line administrator to that of a coordinator of instruction.

As a result of a study made by Bob L. Taylor in
1957 of the extent and status of in-service education in
100 Indiana schools, he reported several trends as they
dealt with in-service and curriculum: (1) more professional
libraries were appearing, (2) teacher committees were
making community surveys in connection with curriculum
development, (3) teachers were visiting other classes in
their own schools and other schools, (4) teachers were
being organized in small committees to study curriculum,
and (5) sabbatical leaves were continuing in popularity so
teachers could study, travel, and recover their health.[38]

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[36]Ibid.

[37]Marvin L. Berge, et al., "In-Service Education
Programs of Local School Systems," The Fifty-sixth Yearbook
of the National Society for the Study of Education, Part I
(Chicago, Illinois: University of Chicago Press, 1957),
p. 297.

[38]Bob L. Taylor, "Factors Influencing In-Service
Teacher Education Programs," Journal of Educational
Research, 52:336, May, 1959.

Ross L. Neagley and N. Dean Evans wrote in 1964
concerning group supervisory activities that

> Certain supervisory techniques can best be carried
> out through group interaction involving the sharing
> of experiences, ideas, and the findings of educational
> research. Dynamic, democratic leadership and
> effective human relations are essential to success in
> group supervisory activities.39

They identified the following as group techniques: (1)
orientation of new teachers, (2) action research, (3)
maintenance of professional libraries, (4) inter-
visitation, (5) student teaching plan, (6) evaluation of
present testing program, (7) development of new
organizational plans, and (8) public relations.[40]

Several definitive departures from the past are
reflected in recent trends of in-service education for
secondary school teachers as noted by Helen Heffernan and
Leslee J. Bishop in the Association for Supervision and
Curriculum Development 1965 Yearbook.[41] The trends are:
(1) in-service activities are directed toward upgrading
the teacher's liberal education and his special subject

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[39]Ross L. Neagley and N. Dean Evans, Handbook for
Effective Supervision of Instruction (Englewood Cliffs,
New Jersey: Prentice-Hall, Inc., 1965), p. 186.

[40]Ibid., pp. 186-187.

[41]Helen Heffernan and Leslee J. Bishop, "The
Supervisor and Curriculum Director at Work," Association
for Supervision and Curriculum Development 1965 Yearbook,
Role of Supervisor and Curriculum Director in a Climate
of Change (Washington, D. C.: Association for
Supervision and Curriculum Development, 1965), pp. 116-117.

matter; (2) skilled teachers are providing leadership by working with other teachers in an organized in-service education program; and (3) introducing new procedures to the classroom teacher to assist in improving the teacher's methods.

IV. BASIC PRINCIPLES OF IN-SERVICE EDUCATION

This study of the literature revealed certain guiding principles of in-service education. Two commissions, namely, The Commission on Teacher Education of the American Council on Education[42] and The National Commission on Teacher Education of the National Education Association,[43] formulated principles in the 1940's that continue to be reflected in later literature. The principles from reports of these two commissions are summarized as follows: (1) teacher education is a continuous, never ending process; (2) in-service education deserves an important place in the over-all curriculum planning of every district; (3) participation normally should be on a voluntary basis; (4) problems should be actual problems; (5) leadership should be encouraged and developed; (6) planning should be continuous and deliberate, yet it should be flexible; (7) planning

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[42]Commission on Teacher Education, loc. cit.

[43]National Commission on Teacher Education and Professional Standards, The Teaching Profession Grows in Service (Washington, D. C.: National Education Association, 1949).

should be cooperative, not central office dominated;
(8) the program should be adaptable to local school needs;
and (9) the evaluation of the in-service program should be
carefully planned and executed.

A list of eight principles prepared by Harold
Spears for in-service education merits being quoted:

1. The professional training of the teacher does not
   cease as he leaves college for the teaching
   position.

2. Nor can his future professional development be
   adequately served by continuous teaching
   experience alone.

3. Although it is reasonable to expect a teacher to
   guide his own future development, it is the
   obligation of the school system to stimulate the
   advancement of its staff by providing opportun-
   ities for teachers to grow on the job.

4. These opportunities when properly planned and
   coordinated can be called the in-service education
   program of that school district.

5. The provision of staff leadership for this program
   is a legitimate school expenditure.

6. The test of the in-service program lies in the
   improvement of the instruction and, consequently,
   in the improved development of the pupils.

7. The in-service program cannot be separated either
   in spirit or function from curriculum planning
   and supervision, the three representing over-
   lapping features of the program for instructional
   improvement.

8. Although the prime purpose of in-service training
   is to promote the continuous growth of teachers,
   a portion of the effort represents the elimination

of deficiencies of those who were inadequately
trained during their pre-service education.[44]

Certain basic tenets involved in learning Cecil J.
Parker noted would also apply to in-service education. He
stated that best learning takes place according to the
following conditions:

1. We actively participate in realizing goals;

2. We can relate what is learned with a goal we have;

3. We make continued use of what we have learned;

4. What is taught is related to past and present
   experience;

5. Our individual differences are accommodated; and

6. The learning situation is especially favorable or
   unique.[45]

An article in the Bulletin of the National
Association of Secondary School Principals, "How To Develop
An Effective In-Service Education Program,"[46] projected a
set of criteria stressing principles of in-service

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[44]Harold Spears, Curriculum Planning Through In-
Service Programs (Englewood Cliffs, New Jersey: Prentice-
Hall Incorporated, 1957), pp. 315-316.

[45]Cecil J. Parker, "Working Together for Curriculum
Improvement," California Journal of Secondary Education,
24:36, January, 1949.

[46]Edgar M. Draper, George W. Meyer, and Adolph
Unruh, "How To Develop An Effective In-Service Education
Program," Bulletin of the National Association of
Secondary School Principals, 45:199-204, April, 1961.

education that reinforce those already mentioned, especially the human relations aspect.

In his book, In-Service Education for Teachers, John Clifton Moffitt cited that there are conditions of mutual responsibility under which in-service growth will likely be effective. Among these are the following:

1. An awareness on the part of the professional staff that educational growth is needed;

2. A willingness to devote the necessary time and energy involved in study as a means of in-service education;

3. The support and cooperation of the board of education;

4. A corps of highly professional and progressive school administrators;

5. A school district policy that places value on experimentation, creative effort, and innovations in the school;

6. A school policy that can provide the necessary time for research and group study.[47]

Moffitt feels that in order for the teacher to grow successfully, he must possess certain qualities. Among these are the following:

1. The desire to grow;

2. The readiness to participate;

3. A sensitivity to the opinions of others;

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[47]John Clifton Moffitt, In-Service Education for Teachers (Washington, D. C.: The Center for Applied Research in Education, Inc., 1963), pp. 60-61.

4. Intelligence and knowledge-ability;

5. A willingness to discard unproductive habits of teaching;

6. The desire to accept new challenges even though they require added effort and present some uncertainity.[48]

In the article, "An In-Service Training Program,"[49] Doggett listed the following reasons why teachers participated in in-service programs in a Florida junior high school: (1) personal benefit to the teacher with an indirect benefit to the school, such as qualifying for higher teaching certificates, meeting tenure requirements, and advancing on the salary schedule; (2) personal benefits, with a direct benefit to the school, such as professional growth, understanding adolescent behavior and characteristics, producing materials for instructional purposes, and learning more effective teaching techniques; (3) group benefits, with indirect benefits for the school, such as working on evaluation and accreditation of the school, and preparing for back-to-school night, open house, curricular studies, and projects like science fairs; and (4) group benefits, with direct benefit to the school, such as working on curriculum improvement, grading policies, and grouping.

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[48]Ibid.

[49]Doggett, op. cit., pp. 118-122.

V. EVALUATION

Evaluation is an essential process in the improve-
ment of the learning situation. It is a facet of
in-service education that has received less attention than
the other aspects.

The 1951 Yearbook of the Association for
Supervision and Curriculum Development, Action for
Curriculum Improvement, devoted a chapter to evaluation.[50]
Some of the principles of evaluation enumerated were:
(1) planning and execution should be in terms of the
specific nature of the curriculum improvement program;
(2) activities should be continuous, (3) evaluative
procedures should be cooperatively determined by all
participants, (4) evidence should be obtained in as many
ways as possible, (5) there is a definite place for
applying value judgments to factual information, (6)
cognizance must be taken of means as well as ends, and
(7) self-evaluation is a key word in the total evaluative
process.

The Association for Supervision and Curriculum
Development publication suggested five questions to be
asked in planning the evaluation:

1. What behavior changes is the improvement program
    designed to achieve?

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[50]Association for Supervision and Curriculum
Development, Action for Curriculum Improvement (Washington,
D. C.: Association for Supervision and Curriculum
Development, 1951), p. 189.

2. What evidence can be obtained regarding these changes?

3. When and how should evidence of these changes be secured?

4. How is the evidence of change to be recorded and interpreted?

5. How are the findings to be used?[51]

Moffitt relates that evaluation must emerge as a cooperative effort. He stresses his point by implying that the development of the answers to the following three questions on evaluation is an excellent in-service education device:

1. What are the characteristics and qualities of the best school the group can describe?

2. What are the areas of strength and of weakness in the school in which the group teaches?

3. What needs to be done in order to move the qualities of the school in which teachers have concern to those qualities of the best school perceived?[52]

In an Association for Supervision and Curriculum Development publication, _Educational Leadership_, Robert E. Krebs noted that evaluation does not necessarily always come at the end of a project, but should be a continuous process.[53] He suggested that the first step in evaluation

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[51]_Ibid._, p. 190.

[52]Moffitt, _op. cit._, pp. 62-63.

[53]Robert E. Krebs, "Evaluation in An In-Service Education Program," _Educational Leadership_, 15:286-290, February, 1958.

could begin with teachers identifying their own personal
needs by using paper and pencil methods and by discussion.
Committees unattended by administrators have been found to
provide a means whereby teachers can discuss their own
needs without embarrassment. The second step is taken at
the conclusion of the operation. A written instrument may
be used to give teachers an opportunity to react as to how
the program has helped them.

In his article, "The Evaluation of Change in
Programs of In-Service Education,"[54] Virgil E. Herrick
focused attention on adequacy of evaluation. Herrick made
a significant observation in stating that an awareness of
factors which are responsible for resistance is just as
important as an awareness of factors that encourage change.

In an article entitled, "The Change That Counts,"[55]
Virginia Harvey and students point out that it is the
change that counts in bringing about instructional
improvement through in-service activities. A democratic
minded group must prepare for change, evaluate and finally
stabilize the change.

VI.   SUMMARY

The related literature was arranged on a topical
basis and reviewed in narrative form. The following listed

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[54]Virgil E. Herrick, "The Evaluation of Change in
Programs of In-Service Education," The Fifty-sixth
Yearbook of the National Society for the Study of Education,
Part I (Chicago: University of Chicago Press), 1957, p. 312.

[55]Virginia Harvey and Students, "The Change That
Counts," Educational Leadership, 21:293, February, 1964.

facts were revealed in the review: (1) in-service education programs can be traced back to the 1830's with the introduction of the teacher's institute, (2) in-service education activities have increased steadily in number with the major impetus coming with World War II, (3) in-service education is in widespread use throughout our nation and there are numerous types of activities, (4) there are certain guiding principles for in-service education, and (5) evaluation is the most neglected area as far as the literature and research are concerned.

Chapter III was organized around the research procedures used in the study. A step-by-step account was given of the methodology utilized in portraying the study of in-service education practices and recommendations.

CHAPTER III

PROCEDURES

The design for the study grew out of a desire to
know the present status of in-service education in the
State of Texas. There was a lack of literature related
to current practices of in-service education. Also,
recommendations to be followed as guidelines for programs
already in operation were not prevalent in the literature.

To gather the data for this descriptive survey
two questionnaires were prepared and used as research
instruments. These instruments gathered data from two
sources: directors of instruction and high school
principals.

The research design used in the study will be
treated under the following headings:

1. Development of the data collection instrument.

2. Endorsement of the study.

3. The sample for the study.

4. Compilation of the results.

5. Summary

I. DEVELOPMENT OF THE DATA COLLECTION INSTRUMENT

In order to gather data that would elicit the desired
information, it was deemed feasible that questionnaires be
used. The questionnaires would be the major instruments
used to collect data for the study, since the study
involved participants in many parts of the State of Texas.

The survey instruments were developed as follows:

1. A review of the related literature was made and questions relevant to the study were categorized.

2. Reviews were made of research books concerning the construction and administration of questionnaires.

3. Questionnaires used in other studies were reviewed.

4. Interviews were held with three central office administrators and four senior high school principals, concerning questions to be formulated for the study.

5. Carefully worded statements pertinent to each questionnaire were formulated.

6. The organized questionnaires were presented to five administrators. The pertinent suggestions offered by these educators were considered and incorporated into each instrument.

A pilot study using the questionnaires was made in the Department of Education at Sam Houston State Teachers College in Huntsville, Texas. The twenty members of an advanced class in administrative education including school administrators, both central office level and building level, and junior-senior high school teachers. Criticisms and recommendations were offered, and the questionnaires were revised accordingly.

The final drafts of the questionnaires contained three major divisions. A copy of each questionnaire is included in Appendix D of this study.

The system-wide director of instruction was sent a questionnaire pertaining to practices, i.e., the actual current program of operation for curriculum oriented

in-service education projects in/or affecting the high
school(s) served by this administrative person.

Part I of this questionnaire requested the
respondent to check his reactions pertaining to practices.
This part was divided into five subsections.

Part II provided space for brief comments to be
made regarding any phase of in-service education related
to curriculum development.

Part III was composed of two subsections, both
concerned with significant characteristics of in-service
education programs.

A different questionnaire was sent to senior high
school principals. This instrument was concerned with
recommendations to improve curriculum development and
instruction through in-service education activities in/or
affecting the school served by the respondent. This
questionnaire was composed of three parts.

Part I of this questionnaire called for the
respondent to check his reactions pertaining to
recommendations.

Part II and Part III of the questionnaire concerned
with recommendations was identical to parts two and three
in the questionnaire pertaining to practices.

II. ENDORSEMENT OF THE STUDY

This project, concerned with in-service education
programs in the State of Texas, requested replies from
central office and building level administrative personnel
responsible for these in-service programs. Since the study

was confined to the State of Texas endorsement was sought from a professional association in Texas.

The Texas Association of School Administrators granted endorsement of the study at its Executive Committee meeting which was held on September 19, 1965. The investigator was assured that the results of the study would be of value to the administrators of the public schools of Texas. A letter to this effect appears in Appendix A.

III. THE SAMPLE FOR THE STUDY

The Texas Education Agency Bulletin 656, Annual Statistical Report, 1963-64, Part I, was consulted to determine the sample for the investigation.[1] School districts having an average daily attendance (A.D.A.) of 1,500 to 50,000 and over were selected for the study. The sample was grouped according to the Texas Education Agency Bulletin 656 as follows:

1. Group I (50,000-over A.D.A.) consisted of five school districts,

2. Group II (10,000-49,999 A.D.A.) thirty-two school districts,

3. Group III (5,000-9,999 A.D.A.) thirty-one school districts, and

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[1] Annual Statistical Report, 1963-64, Part I Bulletin 656, (Austin, Texas: Texas Education Agency, April, 1965), pp. 1-6.

4. Group IV (1,500-4,999 A.D.A.) one-hundred sixty-two
     school districts.

A total of 230 school districts served as members of the
sample.

After determining the school districts that would
participate in the study, the Texas Education Agency
Bulletin 652, Public School Directory, 1964-65 was used to
obtain the name of the central office person responsible for
the district-wide instructional program and the name of
the principal of the high school selected for the study.[2]
The first high school listed for each school district in
the publication was used as the sample school. The Texas
Education Agency Public School Directory does not indicate
all of the names of the persons responsible for the total
instructional program; therefore, it was necessary to send
a letter to the superintendent of each school district
requesting this information. A copy of the letter and the
information requested appears in Appendix B.

A total of 460 sets of materials for the
investigation were sent to members of the sample. Each set
of materials contained: a questionnaire, a cover letter, a
copy of the endorsement letter from the Texas Association
of School Administrators, and a stamped, self-addressed
envelope. The cover letter sent to members of the sample
was mimeographed; however, each envelope was addressed to a
specific person. A copy of the cover letter appears in
Appendix C.

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[2]Public School Directory, 1964-65, Bulletin 652,
(Austin, Texas: Texas Education Agency, 1964), pp. 1-199.

Materials were distributed as follows:

1. To each of the 230 persons responsible for the district-wide instructional program. This person received the questionnaire pertaining to in-service practices currently in operation in the respondent's school district.

2. To each of the principals of the 230 high schools participating in this study. Each received the questionnaire concerned with recommendations related to curriculum development and improvement of instruction through the in-service activities in/or affecting the high school served by the respondent.

Three weeks after the initial distribution of the data collection instruments a postal card was sent to those persons who had not returned their questionnaire. A copy of the card is presented in Appendix C.

Another communication was sent three weeks later to those persons who had not returned the questionnaire. This time another questionnaire and another stamped, self-addressed envelope were enclosed. A copy of the second letter is presented in Appendix C.

The total returns included 306 questionnaires or a sixty-seven percent response. Of this total, 293 questionnaires, or sixty-four percent, were usable.

A compilation of the total returns is presented in Table I.

IV. COMPILATION OF THE RESULTS

Each returned questionnaire was examined to determine whether or not it would be usable for the study.

Questionnaires considered not usable included: those having incomplete responses to statements and responses which indicated the respondent did not consider the study applicable to his school system. After the questionnaire was considered usable for the study, the last page or the section pertaining to comments on in-service education and the significant characteristics of in-service education programs was removed from the questionnaires. These sections were not machine tabulated.

TABLE I

DISTRIBUTION OF THE QUESTIONNAIRES AND NUMBER
AND PERCENT OF RETURNS

Respondents	Number to Whom Questionnaire Sent	Total Returns		Total Usable Returns	
		No.	%	No.	%
Directors of Instruction	230	155	67	152	66
Principals	230	151	66	141	61
Total	460	306	67	293	64

The questionnaires were delivered for machine processing and scoring. The data obtained from machine scoring was converted to percentages and rounded off to the nearest tenth.

The results concerned with practices and recommendations were organized into tables. The responses from the directors of instruction pertaining to practices and the responses from the high school principals pertaining to recommendations were analyzed and reported in Chapters IV, V, and VI.

The comments contributed by the participants in the study were reviewed. These comments were included in the findings in Chapter VI.

The respondents were requested to list from one to three significant characteristics of the most effective and the least effective types of in-service programs. These responses were identified and organized in terms of common topics and the findings were presented in Chapter VI of the study.

V. SUMMARY

The purpose of this chapter has been to describe the setting for the study and the research procedures that were used in conducting the study.

The setting was the two hundred and thirty school districts in the State of Texas. The research procedure involved the use of two questionnaires. The development of the questionnaires and their use involved the following procedures:

1. Preliminary interviews to determine the areas of the study.

2. Construction of the questionnaire.

3. Pre-testing of the instrument.

4. Endorsement of the study.

5. Collection of the data.

6. Treatment of the data.

Chapter IV will present the data as it relates to practices and recommendations of in-service activities organized at the central office level.

CHAPTER IV

FINDINGS RELATED TO PRACTICES AND RECOMMENDATIONS

OF IN-SERVICE ACTIVITIES ORGANIZED

AT THE CENTRAL OFFICE LEVEL

This chapter deals with the findings related to
recommendations and practices of in-service activities
organized at the central office level but designed for all
teachers and administrators. The outcomes are discussed
as they pertain to the practices reported by directors of
instruction and the recommendations reported by high school
principals. Two instruments were devised to solicit the
information from the central office administrator and the
building level administrator. (See appendices).

I. GENERAL ORGANIZATION

Personnel responsible for organization and
administration of in-service activities. The data collected
from the directors of instruction indicated that
cooperative arrangements existed between the central office
personnel and individual school staffs to organize and
administer the in-service programs within the school
districts. The findings show that 121 school districts
observe this practice. Since 121 represents seventy-nine
percent of the districts, this indicates that more than
three-fourths of the districts organize and administer the
in-service program using this cooperative arrangement.
Only three percent indicated that exclusive control of

in-service education activities rests with the building
level personnel and eighteen percent reported that central
office personnel performed these functions (See Table IIA).

TABLE II A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PERSONNEL RESPONSIBLE FOR
ORGANIZING AND ADMINISTERING
IN-SERVICE ACTIVITIES

PRACTICES

Personnel	No.	%
Central Office	27	18
Individual School	4	3
Cooperative Arrangement between Central Office and Individual School Staffs	121	79
Total	152	100

The data revealed that the recommendations pertain-
ing to the organization and administration of in-service
education programs compare closely with current practices.
The high school principals responding to the questionnaire
on recommendations concerning the role of central office
personnel in organization and administration of in-service
education activities reported as follows: thirty-five
percent did not favor this recommendation, forty-two per-
cent moderately recommend, and twenty-three percent strongly

recommend. The high school principals do not recommend
that building level personnel should have the sole decision
making power in determining the scope and sequence of
in-service programs. Although fourteen percent did
strongly recommend this practice, forty-three percent
checked the "moderately recommend" column and the same
percentage was noted for the "do not recommend" column.
The building level participants in the study strongly
recommended that in-service activities should be organized
and administered cooperatively by personnel from the
central office and the individual buildings. Supporting
this recommendation were eighty-two percent of the
respondents. (See Table II B).

Table II presents the data relating to the personnel
responsible for the organization and administration of
in-service education activities. Table II and a majority
of the tables in this chapter are concerned with a
comparison of practices reported by directors of
instruction and recommendations reported by high school
principals.

TABLE II B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PERSONNEL RESPONSIBLE FOR
ORGANIZING AND ADMINISTERING
IN-SERVICE ACTIVITIES

RECOMMENDATIONS

Personnel	Strongly Recommend No.	%	Moderately Recommend No.	%	Do Not Recommend No.	%	Total No.	%
Central Office	33	23	59	42	49	35	141	100
Individual School	20	14	60	43	61	43	141	100
Cooperative Arrangement between Central Office and Individual School Staffs	115	82	19	13	7	5	141	100

Philosophy and guidelines concerning in-service
programs. Each of the questionnaires called for responses
pertaining to the personnel responsible for the development
of philosophy and guidelines for the district in-service
education program. (See Appendix). According to twenty-
seven percent of the directors of instruction, this
responsibility should be undertaken by the central office
personnel, while only three percent indicated this task
should be performed by personnel on the building level.
In 106 school systems or seventy percent of the districts
surveyed, the cooperative concept of the development of
philosophy and guidelines was the accepted practice. (See
Table III A).

TABLE III A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PERSONNEL RESPONSIBLE FOR
DEVELOPING PHILOSOPHY AND GUIDELINES
FOR IN-SERVICE PROGRAMS

PRACTICES

Personnel	No.	%
Central Office	40	27
Individual School	6	3
Cooperative Arrangement between Central Office and Individual School Staffs	106	70
Total	152	100

Seventy-four percent of the high school principals responding agreed on the cooperative approach to the development of philosophy and guidelines for in-service education programs. It is significant that only fourteen percent did not recommend this cooperative arrangement as a practice. (See Table III B).

TABLE III B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PERSONNEL RESPONSIBLE FOR
DEVELOPING PHILOSOPHY AND GUIDELINES
FOR IN-SERVICE PROGRAMS

RECOMMENDATIONS Personnel	Strongly Recommend No.	 %	Moderately Recommend No.	 %	Do Not Recommend No.	 %	Total No.	 %
Central Office	31	22	68	48	42	30	141	100
Individual School	20	14	58	41	63	45	141	100
Cooperative Arrangement between Central Office and Individual School Staffs	105	74	31	22	5	14	141	100

The educator responsible for organization and administration of in-service education programs. Both of the questionnaires solicited responses regarding the person responsible for organization and administration of the district in-service education program. Seventy directors or forty-six percent indicated the assistant superintendent for instruction had the responsibility for performing these duties; twenty-eight percent of the respondents indicated these duties were the responsibility of the supervisor or coordinator; twenty percent showed the superintendent responsible; and six percent the assistant superintendent. (See Table IV A).

TABLE IV A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO THE PERSON RESPONSIBLE FOR
ORGANIZING AND ADMINISTERING THE
IN-SERVICE EDUCATION PROGRAM

PRACTICES

Person Responsible	No.	%
Superintendent	30	20
Assistant Superintendent	10	6
Assistant Superintendent for Instruction	70	46
Supervisor or Coordinator	42	28
Other	0	0
Total	152	100

The high school principals strongly supported the
recommendation of the assistant superintendent for
instruction being responsible for the organization and
administration of the in-service education program. This
recommendation was made by fifty-one percent of the
respondents. (See Table IV B).

TABLE IV B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO THE PERSON RESPONSIBLE FOR
ORGANIZING AND ADMINISTERING THE
IN-SERVICE EDUCATION PROGRAM

RECOMMENDATIONS

Person Responsible	No.	%
Superintendent	44	32
Assistant Superintendent	4	3
Assistant Superintendent for Instruction	69	51
Supervisor or Coordinator	18	14
Other	0	0
Total	135	100

II. ACTIVITIES ORGANIZED AT THE
CENTRAL OFFICE LEVEL

Some in-service education activities are
cooperatively organized and administered for all
professional personnel; some operate at the building level.
This section deals with those activities that have district-
wide implications.

Composition of district level curriculum committees.
The directors of instruction responded negatively to the

use of administrators and teachers serving cooperatively on district level curriculum committees. Only seven percent of the directors were favorable to this arrangement. However, the respondents indicated ninety percent of the districts surveyed used administrators on district level curriculum committees. (See Table V A).

TABLE V A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PERSONNEL COMPOSING DISTRICT
LEVEL IN-SERVICE CURRICULUM COMMITTEES

PRACTICES		
Personnel	No.	%
Administrators	136	90
Teachers	5	3
Administrators and Teachers	11	7
Total	152	100

The high school principals strongly recommend that the personnel composing the district level curriculum committees should be administrators and teachers. This recommendation was reported by eighty-four percent of the educators reporting. Only six percent checked the "do not recommend" column. Eight percent of the respondents strongly recommend that administrators serve as the sole personnel on district level curriculum committees and

nineteen percent indicated the duty should be that of the
teachers. (See Table V B).

TABLE V B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PERSONNEL COMPOSING DISTRICT
LEVEL IN-SERVICE CURRICULUM COMMITTEES

RECOMMENDATIONS

Personnel	Strongly Recommend No.	%	Moderately Recommend No.	%	Do Not Recommend No.	%	Total No.	%
Administrators	11	8	71	50	59	42	141	100
Teachers	26	19	65	46	50	32	141	100
Administrators and Teachers	118	84	15	10	8	6	141	100

Meeting times and places. This item was included to
determine whether the participants in curriculum committee
work are permitted to determine the meeting times and places
for district level curriculum committees or if this is the
duty of administrators.

According to the directors of instruction, the
existing practice concerning the determination of meeting
times and places for district level curriculum committees is
an administrative duty. Fifty-eight percent of the
directors reported that the administrators should determine
the meeting times and places for the curriculum committee
and forty-two percent indicated the setting of meeting

times and places for curriculum work should be the duty
of the committee membership. (See Table VI A).

TABLE VI A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PERSONNEL DETERMINING MEETING
TIMES AND PLACES FOR DISTRICT LEVEL
CURRICULUM COMMITTEES

PRACTICES			
Personnel		No.	%
Administrators		88	58
Committee Membership		64	42
	Total	152	100

The high school principals recommended that the
committee membership should set the meeting times and places
for curriculum work. This was strongly recommended by fifty-
one percent of the respondents, while thirty-seven percent
indicated the duty should be that of the administrators. A
total of eighty-two percent of the principals either
strongly or moderately recommended the duty be a committee
membership function. (See Table VI B).

TABLE VI B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PERSONNEL DETERMINING MEETING
TIMES AND PLACES FOR DISTRICT LEVEL
CURRICULUM COMMITTEES

RECOMMENDATIONS

Personnel	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
Administrators	53	37	45	32	53	31	141	100
Committee Membership	72	51	41	31	28	18	141	100

Remuneration for teachers to work on district level
curriculum projects. The two questionnaires posed several
items concerning the extension of the teachers' school year
with or without remuneration for the purpose of working on
district level curriculum projects.

Fifty-four percent of the directors of instruction
indicated the practice in their school district was to
extend the school year for teachers and they were paid for
their work. Forty-six percent of the directors reported a
practice of asking teachers to contribute their services
during the summer. (See Table VII A).

TABLE VII A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO EXTENSION OF TEACHERS' SCHOOL
YEAR WITH OR WITHOUT PAY TO WORK ON
DISTRICT LEVEL CURRICULUM PROJECTS

PRACTICES

Remuneration	No.	%
With Pay	67	54
Without Pay	58	46
Total	125	100

The high school principals were asked to react to
two items on the questionnaire related to an extended year.
for teachers: (1) with pay; and (2) without pay. The
results indicated that sixty-eight percent strongly
recommended an extended year with pay. The evidence
against teachers working on curriculum development during
the summer without pay is even more pronounced. Opposed to
service without pay were eighty-eight percent of the
principals. (See Table VII B).

TABLE VII B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO EXTENSION OF TEACHERS' SCHOOL YEAR
WITH OR WITHOUT PAY TO WORK ON DISTRICT
LEVEL CURRICULUM PROJECTS

RECOMMENDATIONS	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
Remuneration	No.	%	No.	%	No.	%	No.	%
With Pay	96	68	29	20	16	12	141	100
Without Pay	6	4	11	8	124	88	141	100

Techniques for in-service programs. The
questionnaires contained eleven items related to
techniques for in-service programs organized at the central
office level but designed for all teachers and
administrators. These techniques will be discussed in this
section of the study.

The data supporting this part of the study are
revealed in Tables VIII A and VIII B.

(1) Institutes. The literature revealed that the
institute was one of the first in-service activities on
record. Further, it was noted in the literature that the
institute continued to be one of the most widely practiced
in-service activities to the close of the nineteenth
century. According to the data, the practice of having
institutes for in-service purposes continues today. That

the directors of instruction in Texas continue to use this form of in-service activity was indicated by eighty-nine percent of those responding.

The high school principals were in accord with the directors. The principals strongly recommend that institutes continue to be held. This recommendation was made by sixty-two percent of the respondents while only six percent of the respondents did not recommend this practice.

(2) <u>Released time for teachers to serve on curriculum committees</u>. The practice as revealed by sixty-one percent of the central office respondents indicated that teachers should receive released time to serve on district level curriculum committees. As far as recommending this practice is concerned, the results of the survey show that the majority of the high school principals are strongly in favor of giving teachers released time to work on curriculum committees. This was indicated by sixty-two percent of the respondents.

(3) <u>The place of social activities in curriculum meetings</u>. The literature reported that human relations are a part of effective curriculum work. This would imply that some social activity may be a part of committee proceedings.

According to the findings, the practice of having social activities as a part of the curriculum meetings does not exist in sixty percent of the school districts surveyed. Also, the high school principals did not strongly recommend mixing social activities with curriculum work.

Only forty percent moderately recommended the practice and forty percent did not recommend the practice.

(4) <u>Classroom visitations by central office personnel</u>. This item was included in the study predicated on the assumption that if central office personnel visit classrooms, they do so in an in-service activity to assist in improving instruction.

This practice exists in ninety-three percent of the schools participating in this study. The high school principals, however, moderately recommend this practice. The data revealed forty-two percent of the principals strongly recommend the practice, forty-seven percent moderately recommend, and eleven percent do not recommend the practice.

(5) <u>Curriculum councils</u>. There were two items on each of the questionnaires concerning curriculum councils, a professional group designed to provide general leadership in curriculum development. These questions were embodied in both questionnaires to determine the existence of such a council and to ascertain the lay membership of the council.

As indicated by the survey, fifty percent of the directors of instruction noted the existence of the curriculum council in their district and fifty percent reported the council did not exist in their district. Lay people are not included as a part of the district level advisory curriculum council as indicated by eighty-eight percent of the respondents.

The high school principals moderately recommend an advisory curriculum council and one which includes lay people.

(6) Sabbatical leaves. Sabbatical leaves are considered a form of in-service education, and as such, can be traced back to the first decade of the twentieth century. The data supplied by the directors of instruction indicate the practice is limited. The survey shows that eighty-three percent of the school districts do not make sabbatical leaves available to their personnel.

The high school principals indicate that they would recommend this as an in-service activity. This was indicated by forty-one percent of the principals strongly recommending the practice and forty-five percent moderately recommending the practice.

(7) Demonstrations of good teaching methods. Demonstrations of good teaching methods are provided where and when needed. This was indicated as a practice by seventy-six percent of the directors of instruction polled for the study.

Teaching demonstrations were rated high by the principals. A strong recommendation was made by eighty-three percent of the high school principals for using demonstrations of good teaching methods.

(8) Faculty meetings include curriculum development and improvement of instruction. An item concerning the inclusion of curriculum development and improvement of

instruction as a part of the district level faculty
meetings was in each questionnaire. It is evident from
the data that this practice exists. A total of 125 or 82
percent of the directors of instruction responded "yes"
to the use of this practice.

The high school principals, however, did not
recommend this technique as highly as did the directors.
A strong recommendation for this practice was indicated by
fifty-four percent and a moderate recommendation by
thirty-nine percent of the principals.

(9) Community surveys. Seventy-six percent of the
central office respondents indicated community surveys are
used as a phase of the curriculum improvement program.

The data revealed that fifty-three percent of the
high school principals strongly recommend and thirty-eight
percent moderately recommend the use of community surveys
as an integral part of the curriculum improvement program.

(10) In-service curriculum projects and the
district's annual budget. The district's annual budget
includes in-service curriculum projects indicated eighty-
seven percent of the directors of instruction. Only
thirteen percent of the districts surveyed do not include
in-service curriculum projects in the budget.

The high school principals, as indicated by
seventy-nine percent of those surveyed, strongly recommend
the practice.

Data pertaining to this section on techniques for in-service programs are listed in Tables VIII A and VIII B.

The professional library and the resource center at the district level. The use of the professional library and resource center by teachers is an activity and therefore a facet of in-service education programs.

As indicated by the study, seventy-six percent of the districts surveyed have professional libraries and fifty-eight percent have resource centers. (See Table IX A).

The data indicated that seventy-six percent of the high school principals strongly recommend and seventeen percent moderately recommend a professional library at the district level. Also, ninety-seven percent of the principals either strongly or moderately recommend that a resource center be available for use at the district level. (See Table IX B).

TABLE VIII A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO TECHNIQUES FOR IN-SERVICE
PROGRAMS ORGANIZED AT THE CENTRAL
OFFICE LEVEL BUT DESIGNED FOR
TEACHERS AND ADMINISTRATORS

PRACTICES

Techniques for In-Service Programs	Yes		No		Total	
	No.	%	No.	%	No.	%
Special in-service institutes are held for teachers	135	89	17	11	152	100
Teachers have released time to serve on district level curriculum committees	92	61	60	39	152	100
Social activities are a part of the district level curriculum committee meetings	62	40	90	60	152	100
Central office personnel visit teachers to help with curriculum development projects	141	93	11	7	152	100
Advisory curriculum council assists with district level curriculum development	76	50	76	50	152	100
Advisory curriculum council which includes lay people assists with district level curriculum development	19	12	133	88	152	100

TABLE VIII A (Continued)

PRACTICES

Techniques for In-Service Programs	Yes		No		Total	
	No.	%	No.	%	No.	%
Sabbatical leaves are available to professional personnel to study problems of curriculum development and instruction	26	17	126	83	152	100
Demonstrations of good teaching methods are provided where and when needed	116	76	36	24	152	100
District level faculty meetings include curriculum development and improvement of instruction	125	82	27	18	152	100
Community surveys are used as a phase of the curriculum improvement program	116	76	36	24	152	100
In-service curriculum projects are included in the district's annual budget	132	87	20	13	152	100

TABLE VIII B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO TECHNIQUES FOR IN-SERVICE PROGRAMS
ORGANIZED AT THE CENTRAL OFFICE LEVEL BUT
DESIGNED FOR TEACHERS AND ADMINISTRATORS

RECOMMENDATIONS Techniques for In-Service Programs	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
Special in-service institutes are held for teachers	87	62	46	32	8	6	141	100
Teachers have released time to serve on district level curriculum committees	88	62	44	31	9	7	141	100
Social activities are a part of the district level curriculum committee meetings	27	20	57	40	57	40		
Central office personnel visit teachers to help with curriculum development projects	59	42	66	47	16	11	141	100
Advisory curriculum council assists with district level curriculum development	58	41	71	50	12	9	141	100
Advisory curriculum council which includes lay people assists with district level curriculum development	22	15	71	50	48	35	141	100

TABLE VIII B (Continued)

RECOMMENDATIONS

Techniques for In-Service Programs	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
Demonstrations of good teaching methods are provided where and when needed	117	85	17	12	7	15	141	100
District level faculty meetings include curriculum development and improvement of instruction	76	54	55	39	10	7	141	100
Community surveyes are used as a phase of the curriculum improvement program	74	53	54	38	13	9	141	100
In-service curriculum projects are included in the district's annual budget	112	79	23	16	6	5	141	100

TABLE IX A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO AVAILABILITY OF THE PROFESSIONAL
LIBRARY AND RESOURCE CENTER
AT THE DISTRICT LEVEL

PRACTICES

Professional Library and Resource Center	Yes		No		Total	
	No.	%	No.	%	No.	%
District level professional library is available for use by curriculum committees	115	76	37	24	152	100
District level resources center is available for use by curriculum committees	87	58	65	43	152	100

TABLE IX B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
CONCERNING AVAILABILITY OF THE PROFESSIONAL
LIBRARY AND RESOURCE CENTER AT
THE DISTRICT LEVEL

RECOMMENDATIONS

Professional Library and Resource Center	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
District level professional library is available for use by curriculum committees	107	76	24	17	10	7	141	100
District level resource center is available for use by curriculum committees	100	71	37	26	4	3	141	100

Table X reveals data concerning the district level professional library and the number of volumes each houses. Thirty-seven percent of the libraries have between fifty and 149 volumes. A total of sixteen libraries or fifteen percent of the districts surveyed have more than 500 volumes in the professional library for the school district.

TABLE X

NUMBER OF VOLUMES HOUSED IN DISTRICT LEVEL
PROFESSIONAL LIBRARIES FOR USE BY
CURRICULUM COMMITTEES

Volumes	No.	%
Below 50	27	23
50 - 149	43	37
150 - 499	29	25
Above 500	16	15
Total	115	100

Personnel composing district level textbook selection committees. The selection of textbooks is viewed as a type of in-service activity. The data indicates that administrators and teachers participate cooperatively in textbook selections. Eighty-eight percent of the directors of instruction indicated this as the existing practice. (See Table XI A).

TABLE XI A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PERSONNEL COMPOSING DISTRICT
LEVEL TEXTBOOK SELECTION COMMITTEES

PRACTICES

Personnel	No.	%
Administrators	2	1
Teachers	17	11
Administrators and Teachers	133	88
Total	152	100

High school principals were in agreement with this practice. A total of 121 or eighty-six percent of the principals strongly recommend that both teachers and administrators serve on the textbook selection committee. Seventy-five percent recommend this committee should not be composed of just administrators and forty percent of the principals recommend that the committee should not be composed only of teachers. (See Table XI B).

TABLE XI B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PERSONNEL COMPOSING DISTRICT LEVEL
TEXTBOOK SELECTION COMMITTEES

RECOMMENDATIONS Personnel	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
Administrators	7	5	29	20	105	75	141	100
Teachers	28	20	56	40	57	40	141	100
Administrators and Teachers	121	86	13	9	7	5	141	100

Personnel responsible for developing curriculum
guides. The development of curriculum guides is considered
to be a cooperative endeavor by central office personnel,
teachers, and individual school administrators according to
the data compiled. This item received the highest
percentage of all of the activities dealt with in this
section. Ninety-two percent of the central office
respondents concurred that the development of curriculum
guides should be a cooperative effort. (See Table XII A).

A strong recommendation was received from the high
school principals concerning the cooperative aspect in the
development of curriculum guides. Six percent of the high
school principals strongly recommend the committee be
composed of just central office personnel and eleven
percent of the respondents were concerned with the
committee being only teachers (See Table XII B).

TABLE XII A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PERSONNEL RESPONSIBLE FOR
DEVELOPING CURRICULUM GUIDES

PRACTICES

Personnel	No.	%
Central Office Personnel	4	3
Teachers	8	5
Cooperatively by Central Office Personnel Teachers and Individual School Administrators	140	92
Total	152	100

TABLE XII B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PERSONNEL RESPONSIBLE FOR
DEVELOPING CURRICULUM GUIDES

RECOMMENDATIONS

Personnel	Strongly Recommend No.	%	Moderately Recommend No.	%	Do Not Recommend No.	%	Total No.	%
Central Office Personnel	8	6	30	21	103	73	141	100
Teachers	16	11	70	50	55	39	141	100
Cooperatively by Central Office Personnel, Teachers, and Individual School Administrators	125	89	11	8	5	3	141	100

Study of child growth and development as an in-service activity. Twenty-four percent of the directors of instruction indicated the district's personnel had never been involved in a study of child growth and development as an in-service education project. (See Table XIII A).

The high school principals strongly or moderately recommend district level in-service curriculum improvement programs involving teachers and administrators in a study of child growth and development within a five year period of time. This is indicated by forty-two percent of the principals strongly recommend and forty-seven percent of the principals moderately recommend this in-service activity be undertaken.

The data concerning this section are presented in Tables XIII A and XIII B.

Chapter V will be concerned with the findings related to practices and recommendations of in-service activities organized at the individual school level.

III. SUMMARY

The summary of Chapter IV is presented under two categories, as follows:

1. In-service practices most frequently reported: (1) the democratic, cooperative approach toward organizing and administering in-service education programs, (2) the cooperative development of philosophy and guidelines, (3) assistant superintendent for instruction serving as the

TABLE XIII A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO THE INVOLVEMENT OF TEACHERS AND
ADMINISTRATORS IN A STUDY OF CHILD
GROWTH AND· DEVELOPMENT

Time Last Involved	No.	%
Last Semester	23	15
Last Year	25	16
Last 3 Years	32	21
Last 5 Years	16	11
Last 10 Years	19	13
Never	37	24
Total	152	100

person responsible for organizing and administering the
in-service education program, (4) administrator participation
in curriculum committees, (5) administrator determination of
times and places for committees to meet, (6) extended year
with pay for teachers to do curriculum work, (7) teachers'
institutes, (8) teachers have released time to serve on
curriculum committees, (9) visits by district personnel to
classrooms as an in-service activity, (10) demonstrations
of good teaching methods, (11) district level faculty
meetings devote time to curriculum development and
improvement of instruction, (12) community surveys are used

TABLE XIII B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO THE INVOLVEMENT OF TEACHERS AND
ADMINISTRATORS IN A STUDY OF CHILD GROWTH
AND DEVELOPMENT WITHIN THE
LAST FIVE YEARS

RECOMMENDATIONS Study of child growth and development	Strongly Recommend No.	%	Moderately Recommend No.	%	Do Not Recommend No.	%	Total No.	%
District level in-service curriculum improvement program involving teachers and administrators in a study of child growth and development within the last five years	60	42	66	47	15	11	141	100

as a phase of the curriculum improvement program, (13)
district's annual budget includes in-service curriculum
projects, (14) professional library, (15) resource center,
(16) textbook selection is a cooperative endeavor, (17)
development of curriculum guides is cooperatively
accomplished, and (18) teachers and administrators have never
been involved in a study of child growth and development.

2. In-service activities strongly recommended:
(1) the democratic, cooperative approach toward organizing
and administering in-service education programs, (2) the

cooperative development of philosophy and guidelines, (3) the assignment of the responsibility for organizing and administering the district-wide in-service program to an assistant superintendent, (4) administrators and teachers serve on curriculum committees, (5) the determining of meeting times and places by committee membership, (6) an extended school year with pay for teachers to work on curriculum projects, (7) teachers' institutes, (8) teachers have released time to serve on curriculum committees, (9) demonstrations of good teaching methods, (10) district level faculty meetings devote time to curriculum development and improvement of instruction, (11) community surveys are used as a phase of the curriculum improvement program, (12) district's annual budget includes in-service curriculum projects, (13) professional library, (14) resource center, (15) textbook selection is a cooperative endeavor, and (16) development of curriculum guides is cooperatively accomplished.

CHAPTER V

FINDINGS RELATED TO PRACTICES AND RECOMMENDATIONS

OF IN-SERVICE ACTIVITIES ORGANIZED

AT THE BUILDING LEVEL

This section of the study deals with the in-service
activities organized mainly at the building level to be
carried on by cooperative inter-action between district
personnel and the staffs of the individual schools.

I.   ACTIVITIES ORGANIZED AT THE BUILDING LEVEL

Principal's role is more of a coordinator of
instruction than a line of command officer. The role of the
principal has implications for the total in-service program,
not only within his own building, but throughout the entire
district. The inclusion of this item in the questionnaire
was prompted by presentations in the literature. The
statement suggests that the function of the principal is
coming more in line with his original role, that of
principal-teacher. (See Table XIV A).

The directors of instruction indicated that the
principal serves in the capacity of a coordinator of
instruction rather than a line of command officer in the
schools. This was supported by sixty-seven percent of
the directors reporting. The principals, sixty-two percent
of those reporting, indicated they strongly recommend the
principal's role be that of coordinator of instruction.
(See Table XIV B).

TABLE XIV A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PRINCIPAL'S ROLE IN THE
INSTRUCTION PROGRAM

PRACTICES	Yes		No		Total	
Principal's Role	No.	%	No.	%	No.	%
Principal's role is more a coordinator of instruction than a line of command officer	102	67	50	33	152	100

TABLE XIV B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PRINCIPAL'S ROLE IN THE
INSTRUCTION PROGRAM

RECOMMENDATIONS	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
Principal's Role	No.	%	No.	%	No.	%	No.	%
Principal's role is more a coordinator of instruction than a line of command officer	88	62	38	27	15	11	141	100

<u>Faculty</u> <u>meetings</u> <u>devote</u> <u>time</u> <u>to</u> <u>curriculum</u> <u>develop-</u>
<u>ment,</u> <u>improvement</u> <u>of</u> <u>instruction</u>. According to the central
office personnel participating in this study, ninety-five
percent stated that faculty meetings include curriculum
development and improvement of instruction. The directors
of instruction further indicate that a specific amount of
time is allowed for this activity. This allotment of time
was agreed on by fifty-eight percent of the respondents.
(See Table XV A).

TABLE XV A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO FACULTY MEETINGS ORGANIZED
AT THE INDIVIDUAL SCHOOL

PRACTICES	Yes		No		Total	
Faculty Meetings	No.	%	No.	%	No.	%
Faculty meetings at the individual schools include curriculum development and improvement of instruction	144	95	8	5	152	100
Specific amount of time is devoted by the faculty of individual schools to curriculum development and improvement of instruction	94	62	58	38	152	100

The principals strongly recommended that
instructional matters justifiably deserve attention during
faculty meetings and a specific amount of time should be
devoted for this purpose. The inclusion of curriculum
development and instructional improvement in faculty
meetings was strongly recommended by sixty-nine percent of
the principals. Only eight percent do not recommend this
practice. That a specific amount of time is devoted to
this activity was attested to by fifty-eight percent of
the respondents; thirty-two percent moderately recommend
this practice. (See Table XV B).

TABLE XV B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO FACULTY MEETINGS ORGANIZED
AT THE INDIVIDUAL SCHOOL

RECOMMENDATIONS Faculty Meetings	Strongly Recommend No.	%	Moderately Recommend No.	%	Do Not Recommend No.	%	Total No.	%
Faculty meetings at the individual schools include curriculum development and improvement of instruction	97	69	32	23	12	8	141	100
Specific amount of time is devoted by the faculty of individual schools to curriculum development and improvement of instruction	82	58	45	32	14	10	141	100

Departmental meetings devote time to curriculum
development and improvement of instruction. The respondents
reported that departmental meetings take into consideration
curriculum and teaching issues. This was indicated by
ninety-five percent of the directors of instruction
participating in the survey. They did not, however, support
the practice of the departmental chairman supervising
classroom activities, since fifty-nine percent answered a
"No" to this statement. (See Table XVI A).

TABLE XVI A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO DEPARTMENTAL MEETINGS
AND CHAIRMEN

PRACTICES

Departmental Meetings and Chairmen	Yes		No		Total	
	No.	%	No.	%	No.	%
Individual school departmental meetings include curriculum development and improvement of instruction	144	95	8	5	152	100
Departmental chairmen observe classroom activities to help with curriculum development	62	41	90	59	152	100

It was noted in Table XV B that the principals
strongly recommend that faculty meeting agendas should

include curriculum development. The concept of each
departmental meeting devoting some time to curriculum
matters and instruction received even greater advocacy.
Of the total participants in the study, eighty-two percent
checked "strongly recommend." The principals recommend
that the departmental chairman assist with the supervision
of classroom activities. Fifty-three percent strongly make
this recommendation. (See Table XVI B).

TABLE XVI B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO DEPARTMENTAL MEETINGS AND CHAIRMEN

RECOMMENDATIONS

Departmental Meetings and Chairmen	Strongly Recommend No.	%	Moderately Recommend No.	%	Do Not Recommend No.	%	Total No.	%
Individual school departmental meetings include curriculum development and improvement of instruction	116	82	19	13	6	5	141	100
Departmental chairmen observe classroom activities to help with curriculum development	75	53	53	38	13	9	141	100

Classroom visitation and conferences. A technique
for supplementing faculty meetings is the use of classroom
visitations and conferences by the principal.

The practice of visiting the classroom was reported
by ninety-three percent of the central office respondents;
informal conferences with individual teachers was supported
by ninety-seven percent; and ninety-six percent of the
directors revealed that principals held informal conferences
with groups of teachers. (See Table XVII A).

TABLE XVII A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO CLASSROOM VISITATIONS
AND CONFERENCES

PRACTICES

Visitations and Conferences	Yes		No		Total	
	No.	%	No.	%	No.	%
Principal visits the classroom to help improve instruction	142	93	10	7	152	100
Principal holds informal conferences concerning curriculum development with individual teachers	148	97	4	3	152	100
Principal holds informal conferences concerning curriculum development with groups of teachers	146	96	6	4	152	100

The high school principals did not recommend these practices as strongly as the directors of instruction. The results show, however, that classroom visitations and informal conferences between teachers and principals are considered by a majority of the respondents to be valuable in fostering teacher growth. Strongly recommending the classroom visitation practice were sixty-nine percent of the respondents; eighty-one percent were in favor of the principal holding informal conferences with individual teachers; eighty-three percent favor the principal holding informal conferences with groups of teachers. (See Table XVII B).

TABLE XVII B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO CLASSROOM VISITATIONS AND CONFERENCES

RECOMMENDATIONS	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
Visitations and Conferences	No.	%	No.	%	No.	%	No.	%
Principal visits the classroom to help improve instruction	97	69	36	25	8	6	141	100
Principal holds informal conferences concerning curriculum development with individual teachers	114	81	22	15	5	4	141	100
Principal holds informal conferences concerning curriculum development with groups of teachers	117	83	19	13	5	4	141	100

Professional library and resource center at the

individual school. As stated in Chapter IV, the use of the

professional library and resource center by teachers is an

activity and therefore is a facet of in-service education.

The use of these two facilities at the building level is an

important aspect of the in-service education program.

The professional library as reported by seventy

percent of the directors of instruction is available in the

individual schools for use by curriculum committees. The

resource center is not readily available for use by the

curriculum committees, since fifty-three percent of the

respondents reported that their schools did not have this

center. (See Table XVIII A).

TABLE XVIII A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PROFESSIONAL LIBRARY AND RESOURCE
CENTER AT THE INDIVIDUAL SCHOOL LEVEL

PRACTICES

Professional Library and Resource Center	Yes		No		Total	
	No.	%	No.	%	No.	%
Professional library is available in the individual schools for use by curriculum committees	106	70	46	30	152	100
Resource center is available in the individual schools for use by curriculum committees	72	47	80	53	152	100

The principals saw the need for both of the facilities. Eighty-one percent strongly recommend the availability of a professional library and seventy-three percent strongly advocate the resource center at the building level. (See Table XVIII B).

TABLE XVIII B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PROFESSIONAL LIBRARY AND RESOURCE
CENTER AT THE INDIVIDUAL SCHOOL LEVEL

RECOMMENDATIONS Professional Library and Resource Center	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
Professional library is available in the individual schools for use by curriculum committees	114	81	23	16	4	3	141	100
Resource center is available in the individual schools for use by curriculum committees	103	73	30	21	8	6	141	100

Techniques for in-service programs. The questionnaire contained four items related to techniques for in-service programs organized at the building level. These techniques will be discussed in this section of the study.

The data supporting this part of the study are revealed in Table XIX A.

(1) <u>Teachers participate in team teaching projects</u>.
Attention has been directed toward team teaching during the
last eight or ten years. The high school principals
reporting in this study are not in favor of this method of
instruction nor does the data indicate that the practice is
widespread.

Fifty-seven percent of the directors of instruction
reporting in this study revealed that team teaching was not
an accepted method of instruction in their school district.

The high school principals reported on the team
teaching method of instruction as follows: thirty-eight
percent strongly recommend, fifty percent moderately
recommend, and twelve percent do not recommend the practice.

(2) <u>Action research</u>. The educators who participated
in this study were requested to react to the status of
action research; that is, classroom experimentation. The
directors of instruction participating in the study indicate
that eighty-eight percent of the school districts they
represent have teachers engaged in action research.

Sixty-one percent of the high school principals
surveyed revealed that they strongly recommend that teachers
engage in action research; thirty-four percent moderately
recommend; and five percent do not recommend this practice.

(3) <u>Self-evaluation studies</u>. Many secondary schools
participate in accreditation programs with outside agencies.
As a part of these programs, self-evaluation studies play an
important role in assessing the strengths and weaknesses of
a school. The school personnel are in a better position to

formulate plans for improvement after the self-evaluation.
This self-induced improvement, an indirect form of in-
service education, ordinarily is effective improvement.

The data reveal that the respondents, both central
office staff and building level principals, considered the
self-evaluation process a frequently used and a valuable
technique. Self-evaluation studies are performed by
eighty-eight percent of the school districts participating
in the study.

The self-evaluation process was strongly recommended
by seventy-nine percent of the principal respondents,
seventeen percent moderately recommend, and four percent
do not recommend.

(4) Annual budget provides for in-service curriculum
projects. An important phase of the in-service education
program is the amount of money allocated for programs of
instructional improvement.

An annual budget is provided the individual school
for in-service curriculum projects according to fifty-two
percent of the central office respondents. Nearly half of
those reporting or forty-eight percent indicated the school
district in which they were employed did not provide the
individual building with an in-service budget.

The principals, eighty percent of those reporting,
strongly recommend an annual budget be set up for the
individual school. Thirteen percent of the respondents
moderately recommend and seven percent do not recommend
the annual budget be provided for in-service projects.

Supporting data for the preceding findings are shown in Table XIX B.

TABLE XIX A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO TECHNIQUES FOR IN-SERVICE
PROGRAMS ORGANIZED AT THE
INDIVIDUAL SCHOOL

PRACTICES

Techniques for In-Service Programs	Yes		No		Total	
	No.	%	No.	%	No.	%
Team teaching is an accepted method of instruction	65	43	87	57	152	100
Teachers engage in classroom experimentation	134	88	18	12	152	100
Self-evaluation studies (such as, Evaluative Criteria) are engaged in by teachers and administrators	134	88	18	12	152	100
Annual budget for the individual school provides for in-service curriculum projects	78	52	74	48	152	100

TABLE XIX B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO TECHNIQUES FOR IN-SERVICE PROGRAMS
ORGANIZED AT THE INDIVIDUAL SCHOOL

RECOMMENDATIONS

Techniques for In-Service Programs	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
Team teaching is an accepted method of instruction	54	38	70	50	17	12	141	100
Teachers engage in classroom experimentation	86	61	48	34	7	5	141	100
Self-evaluation studies (such as, Evaluative Criteria) are engaged in by teachers and administrators	111	79	25	17	5	4	141	100
Annual budget for the individual school provides for in-service curriculum projects	113	80	18	13	10	7	141	100

Instructional leadership at the building level. The
central office respondents were asked to indicate which
person serves as the instructional leader in the individual
school in their district and the building level respondents
were asked to recommend a person for this duty.

The data as reported by the directors of instruction indicate that ninety-three percent of the school districts use the principal in the capacity of instructional leader. (See Table XX A).

TABLE XX A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PERSON WHO SERVES AS THE
INSTRUCTIONAL LEADER IN THE
INDIVIDUAL SCHOOL

PRACTICES

Person Serving as Instructional Leader	No.	%
Principal	142	93
Assistant Principal in Charge of Curriculum	4	3
Director of Guidance and Counseling	1	1
Other	5	3
Total	152	100

The principals, seventy-five percent of those reporting, recommend the principal serve as the instructional leader for the school and nineteen percent recommend that the assistant principal serve in this capacity. (See Table XX B).

TABLE XX B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PERSON WHO SERVES AS THE
INSTRUCTIONAL LEADER IN THE
INDIVIDUAL SCHOOL

RECOMMENDATIONS

Person Serving as Instructional Leader	No.	%
Principal	97	75
Assistant Principal in Charge of Curriculum	24	19
Director of Guidance and Counseling	6	5
Other	2	1
Total	129	100

II. SUMMARY

The summary of Chapter V is presented under two
categories, as follows:

(1) In-service practices most frequently reported:
(1) principal serves as a coordinator of instruction, (2)
faculty meetings include curriculum development and
improvement of instruction, (3) a specific amount of time is
devoted by each school faculty to curriculum matters and
instructional improvement, (4) departmental meetings devote

time to curriculum and instruction, (5) principals visit classrooms to help improve instruction, (6) informal conferences between the principal and individual teachers, (7) informal conferences between the principal and groups of teachers, (8) maintenance of professional libraries, (9) action research, (10) self-evaluation studies, (11) annual budget for in-service projects, and (12) principal as the instructional leader.

(2) In-service activities strongly recommended: (1) principal serves as a coordinator of instruction, (2) faculty meetings include curriculum development and improvement of instruction, (3) a specific amount of time is devoted by each school faculty to curriculum matters and instructional improvement, (4) departmental meetings devote time to curriculum and instruction, (5) supervision by departmental chairmen, (6) principals visit classrooms to help improve instruction, (7) informal conferences between the principal and individual teachers, (8) informal conferences between the principal and groups of teachers, (9) maintenance of professional libraries, (10) maintenance of resource centers, (11) action research, (12) self-evaluation studies, (13) annual budgets for in-service projects, and (14) principal as the instructional leader.

Chapter VI will be concerned with the findings related to additional factors of in-service education.

CHAPTER VI

FINDINGS RELATED TO ADDITIONAL FACTORS OF

IN-SERVICE EDUCATION

The two preceding chapters dealt with practices and
recommendations of in-service education programs organized
at the central office level and those phases of in-service
activities organized at the building level. This chapter
deals with findings related to additional factors of
in-service education.

I. COLLEGE OR UNIVERSITY COURSES

This section reports data pertaining to college or
university courses that teachers and administrators
participate in as a part of the total in-service program.
These courses constitute an important phase of the
in-service education program for the professional educator.

College courses are required at specific intervals.
The central office respondents were asked to check the
frequency at which teachers and administrators were required
to take college courses. The building level respondents
were asked to make a recommendation regarding this practice.

Sixty-four percent of the directors of instruction
checked the column headed "other." An analysis of this part
of the completed questionnaires showed that no specific
requirement was stipulated. The central office respondents
also reported that every three years teachers and
administrators are required to take a college course. The

three year requirement was reported by twenty-two percent of the respondents.   (See Table XXI A).

TABLE XXI A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO FREQUENCY TEACHERS AND
ADMINISTRATORS ARE REQUIRED TO
TAKE COLLEGE COURSES
DURING IN-SERVICE

PRACTICES		
Frequency College Courses Required	No.	%
Every year	1	1
Every 2 years	4	3
Every 3 years	33	22
Every 4 years	8	5
Every 5 years	8	5
Other	98	64
Total	152	100

The principals, forty-nine percent of those responding to the study, indicated that teachers and administrators should be enrolled in college courses at least every third year.   Twenty-nine percent revealed that the requirement of college attendance be met every fifth year. This presented a total of seventy-eight percent of the

principals in favor of school personnel being enrolled in a
college course every three to five years.   (See Table XXI B).

TABLE XXI B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO FREQUENCY TEACHERS AND ADMINISTRATORS
ARE REQUIRED TO TAKE COLLEGE COURSES
DURING IN-SERVICE

RECOMMENDATIONS

Frequency College Courses Required	No.	%
Every year	2	1
Every 2 years	10	7
Every 3 years	64	49
Every 4 years	9	7
Every 5 years	39	29
Other	9	7
Total	133	100

Extension courses are offered within the school
district to meet the needs of that district's personnel.
Some colleges and universities will offer extension courses
where it is inconvenient for teachers to get to the college
campus to take courses.   In other cases, convenience is
not necessarily a problem but a need arises for a
particular course or courses in areas of especial concern.

It is the latter kind of extension course with which the
questionnaire was concerned.

According to the data, the directors of instruction
reporting for their districts, indicated that seventy percent
arranged an extension course or courses to meet the needs
of the district's personnel. (See Table XXII A).

The high school principals strongly recommend
extension courses be attended by the district's personnel.
This was reported by sixty percent of these building level
personnel. Forty percent of the principals moderately
recommend or do not recommend this practice. (See Table
XXII B).

Teachers and administrators study professional
education courses during the summer. Summer education
courses, a long time favored in-service activity, according
to ninety-six percent of the central office respondents,
continues to be prevalent. (See Table XXII A).

The summer education course was strongly recommended
by forty-eight percent of the high school principals
reporting on the study. Forty-five percent of the
principals moderately recommend this in-service activity.
(See Table XXII B).

Teachers and administrators study professional
education courses during the school year. The respondents,
as noted in the preceding section, were in favor of summer
course work in education classes. The practice of offering
education courses during the school year in Texas is

prevalent, since ninety-one percent of the directors of instruction reported the practice exists. (See Table XXII A).

The building level respondents, according to fourteen percent of those responding, strongly recommend that teachers and administrators take education courses during the school year. Fifty-two percent moderately recommend and thirty-four percent do not recommend the practice. (See Table XXII B).

Teachers and administrators study subject matter courses during the summer. The practice of teachers and administrators being enrolled in professional education courses during the summer according to the study is as prevalent as for these educators to be enrolled in subject matter courses during the summer. Enrollment in subject matter courses during the summer is the practice in their school district according to ninety-seven percent of the directors of instruction. (See Table XXII A).

According to the high school principals surveyed in the study, fifty-five percent strongly recommend, thirty-eight percent moderately recommend, and seven percent do not recommend that teachers and administrators study subject matter courses during the summer. (See Table XXII B).

Teachers and administrators study subject matter courses during the school year. An established practice of attending subject matter courses during the school year exists, according to eighty-eight percent of the central office respondents. (See Table XXII A).

The high school principals are opposed to teachers
and administrators attending subject matter courses during
the school year just as they were opposed to attending
professional education courses during the school year. Only
eighteen percent strongly recommend this practice, forty-
eight percent moderately recommend and thirty-four percent
do not recommend that teachers and administrators take
subject matter courses during the school year. (See Table
XXII B).

School district reimburses professional personnel
during the school year and/or summer for study in specific
areas of value to the district. Seventy-five percent of
the directors of instruction participating in the study
indicated that the practice of reimbursing personnel for
expenses incurred for attending college classes was not the
practice in their district. Of those directors reporting
that their district reimbursed professional personnel,
thirty-five percent indicated that this was for full
reimbursement and seventy-seven percent revealed that
partial reimbursement was given for taking college courses.
(See Table XXIII A).

Forty-nine percent of the high school principals
strongly recommend, thirty-three percent moderately recommend,
and eighteen percent do not recommend offering reimbursement
to professional personnel for participating in college courses.
The principals, eighty-nine percent of those reporting,
indicated the reimbursement should be a partial one. (See
Table XXIII B).

TABLE XXII A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO COURSE OFFERINGS FOR TEACHERS
AND ADMINISTRATORS DURING IN-SERVICE

PRACTICES Course Offerings	Yes		No		Total	
	No.	%	No.	%	No.	%
Extension courses are offered within the school district to meet needs of the district's personnel	106	70	46	30	152	100
Teachers and administrators enrolled in professional education courses during the summer	146	96	6	4	152	100
Teachers and administrators enrolled in professional education courses during the school year	138	91	14	9	152	100
Teachers and administrators enrolled in subject matter courses during the summer	148	97	4	3	152	100
Teachers and administrators enrolled in subject matter courses during the school year	134	88	18	12	152	100

TABLE XXII B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO COURSE OFFERINGS FOR TEACHERS AND
AND ADMINISTRATORS DURING IN-SERVICE

RECOMMENDATIONS Course Offerings	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
Extension courses are offered within the school district to meet needs of the district's personnel	85	60	42	30	14	10	141	100
Teachers and administrators enrolled in professional education courses during the summer	68	48	64	45	9	7	141	100
Teachers and administrators enrolled in professional education courses during the school year	20	14	73	52	48	34	141	100
Teachers and administrators enrolled in subject matter courses during the summer	77	55	54	38	10	7	141	100
Teachers and administrators enrolled in subject matter courses during the school year	26	18	67	48	48	34	141	100

TABLE XXIII A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO REIMBURSEMENT FOR STUDY IN
SPECIFIC AREAS OF VALUE
TO THE DISTRICT

PRACTICES	Yes		No		Total	
Reimbursement for Study	No.	%	No.	%	No.	%
School District reimburses professional personnel during the school year and/or summer for study in specific areas of value to the district	38	25	114	75	152	100

How Reimbursed	Partial		Full		Total	
	No.	%	No.	%	No.	%
	77	65	41	35	118	100

Teachers and administrators participate in college institutes sponsored by the National Science Foundation, NDEA projects, or others. It was pointed out in Chapter I of this study that recent changes in the societal interests and needs of our nation have given impetus to changes in the curriculum of the nation's schools. The schools are faced with the problem of imparting new knowledge and information to staff members on the job. Thus, the statement concerning the national sponsorship of college institutes was inserted in the questionnaire for this study.

TABLE XXIII B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO REIMBURSEMENT FOR STUDY IN SPECIFIC
AREAS OF VALUE TO THE DISTRICT

RECOMMENDATIONS Reimbursement for Study	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%

School district
  reimburses
  professional
  personnel during
  the school year
  and/or summer for
  study in specific
  areas of value to
  the district
	69	49	46	33	26	18	141	100

How Reimbursed	Partial		Full		Total	
	No.	%	No.	%	No.	%
	34	89	4	11	38	100

These nationally sponsored college institutes are
considered to be important since ninety-seven percent of the
directors of instruction responding to the study indicated
that this was the practice in their school district. (See
Table XXIV A).

The high school principals strongly recommend these
institutes according to eighty-two percent and fourteen per-
cent moderately recommend the practice. (See Table XXIV B).

TABLE XXIV A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO PARTICIPATION IN NATIONALLY
SPONSORED COLLEGE INSTITUTES

PRACTICES Institute Participation	Yes		No		Total	
	No.	%	No.	%	No.	%
Teachers and administrators participate in college courses or institutes sponsored by National Science Foundation, NDEA Projects, or others	143	97	4	3	147	100

TABLE XXIV B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO PARTICIPATION IN NATIONALLY
SPONSORED COLLEGE INSTITUTES

RECOMMENDATIONS Institute Participation	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
Teachers and administrators participate in college courses or institutes sponsored by National Science Foundation, NDEA Projects, or others	116	82	19	14	6	4	141	100

II. CONSULTANTS

This section deals with the use of consultants for in-service programs of curriculum development and the extent to which these persons are reimbursed for their services. The data for this section on consultants are presented in Tables XXV A and B and XXVI A and B on pages 110-113.

Consultants representing school business firms. Consultants representing school business firms are used extensively by the school districts according to sixty-four percent of the directors of instruction polled in this study. The directors, ninety-one percent of those reporting, indicated that a school business firm representative used for in-service purposes was not reimbursed for his services.

Of the high school principals reporting, twenty-two percent strongly recommend, fifty-five percent moderately recommend and twenty-two percent do not recommend the use of school business firm consultants. Seventy-four percent of the principals recommend these consultants receive no reimbursement and twenty-six percent recommend that they receive an honorarium, honorarium plus expenses, or expenses to assist with in-service projects.

Consultants representing textbook companies. Eighty percent of the directors of instruction who responded to this study reported that textbook company consultants assist with in-service programs. Twenty percent of the districts reported that they did not use textbook company consultants to assist with in-service education programs.

No reimbursement is offered the consultant representing a textbook company reported ninety-four percent of the central office respondents.

The evidence indicates that the high school principal would not rely on the textbook consultant to assist with in-service projects to any great extent. A total of twenty-two percent responded that they strongly recommend the use of these consultants, fifty-six percent moderately recommend, and twenty-two percent would not recommend the use of the textbook consultant.

If the high school principal asked textbook company consultants to assist with in-service programs, according to seventy-four percent of the principals reporting, they would not recommend that this consultant be paid for his services. Twenty-two percent of the respondents would assist the textbook company consultant with his expenses.

Consultants representing business and industry. This item was included on the questionnaire to determine whether in-service education and curriculum development were being supported by the use of consultant help from business and industry.

The directors of instruction, according to fifty-four percent of those responding, do not seek assistance from business and industry on curriculum development projects.

Business and industry consultants, if used, do not receive any reimbursement for their assistance according to ninety-two percent of the central office respondents. Eight percent of those reporting would pay their expenses.

According to twenty-five percent of the high school principals, a strong recommendation is offered, sixty-one percent moderately recommend and fourteen percent do not recommend business and industry consultants as aids to curriculum development.

Fifty-one percent of the high school principals responding to the questionnaire would not reimburse the business and industry consultant and thirty-four percent of the principals would pay the consultant's expenses.

Consultants representing universities and colleges. A larger percentage of the directors of instruction responding to the study, eighty-four percent, indicated university and college consultants were in wider use than any of the other consultants listed on the questionnaire.

According to the directors, these consultants would be reimbursed in the following manner: eighteen percent would offer this consultant an honorarium; sixty-one percent would give the consultant an honorarium plus his expenses; twelve percent would pay his expenses; and nine percent would not reimburse the university or college consultant.

The principals, if afforded the opportunity, as stated by fifty-nine percent of those reporting, strongly recommend the use of college and university consultants and thirty-seven percent moderately recommend this type of consultant.

The college or university consultant would be reimbursed with an honorarium plus his expenses or just his expenses by eighty-three percent of the high school principals responding to the study.

<u>Consultants</u> <u>obtained</u> <u>from</u> <u>within</u> <u>the</u> <u>school</u> <u>district</u>
<u>assist</u> <u>with</u> <u>curriculum</u> <u>projects</u>. The evidence revealed that
eighty-one percent of the directors of instruction
responding to the study use personnel from within their
own district to assist with in-service programs of
curriculum development.

Seventy-five percent of the directors reporting do
not reimburse their own personnel, however, thirteen percent
pay their expenses and thirteen percent present this
consultant with an honorarium.

The use of their own personnel as consultants was
strongly recommended by sixty-five percent of the
principals responding to the study and thirty percent
moderately recommend the use of the local consultant.

The principals would favor the reimbursement of local
personnel more than the directors of instruction. Seven
percent of the respondents would present the consultant with
an honorarium, ten percent recommend an honorarium plus
expenses, thirty-seven percent would pay his expenses,
however, forty-six percent recommend that the consultant not
be reimbursed.

<u>Consultants</u> <u>representing</u> <u>other</u> <u>school</u> <u>districts</u>.
This item was included in the study to determine the value
the respondents would place upon one school district's using
the resources of another school district for assistance with
curriculum development.

The practice of using consultants from other districts
was reported by forty-eight percent of the directors of

instruction. This indicates that over half of the districts do not make use of this resource person.

Forty-one percent of the directors reported that consultants from the other school districts would be presented an honorarium and expenses; fourteen percent would present them with an honorarium; thirty-two percent would pay the consultants' expenses; and twelve percent would not reimburse this consultant.

It was strongly recommended by forty-five percent, moderately recommended by forty-three percent, and twelve percent did not contemplate reimbursing the consultant from another district, responded the high school principals participating in the study.

Fifty-seven percent of the principals reporting recommended paying the expenses of the consultants from another school district and another twenty-five percent suggest this consultant receive an honorarium as well as expenses.

Consultants representing the State Department of Education. State Department of Education consultants are used extensively according to eighty-three percent of the directors of instruction participating in the study.

The directors, reported by ninety percent, do not reimburse this assistant from the state. This is understandable since they are paid by the state for services rendered to the local school district.

The high school principals either strongly or moderately recommend the use of consultants from the State Department of Education, as indicated ninety-six percent of the respondents.

Fifty percent of the principals participating in the study would not recommend reimbursing the state consultant and thirty-three percent would pay his expenses.

Community resource persons. The community resource person does assist with curriculum development reported fifty-two percent of the directors of instruction.

Local community talent does not receive reimbursement for assisting the school district with curriculum development reported seventy-nine percent of the directors of instruction.

Ninety-six percent of the high school principals participating in the study indicated either a strong or moderate recommendation concerning the use of the local resource person.

The specialized lay person assisting the school district with curriculum development would not receive reimbursement reported thirty-three percent of the principals. Forty-six percent, however, would pay the expenses of this resource person.

TABLE XXV A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION
PERTAINING TO USE OF CONSULTANTS FOR IN-SERVICE
PROGRAMS OF CURRICULUM DEVELOPMENT

PRACTICES Consultants	Yes		No		Total	
	No.	%	No.	%	No.	%
School business firms	95	64	54	36	149	100
Textbook companies	119	80	30	20	149	100
Business and industry	64	46	85	54	149	100
Universities and colleges	125	84	24	16	149	100
Within school district	120	81	29	19	149	100
Other school districts	71	48	78	52	149	100
State Department of Education	124	83	25	17	149	100
Community resource persons	78	52	71	48	149	100

TABLE XXV B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS
PERTAINING TO USE OF CONSULTANTS FOR IN-SERVICE
PROGRAMS OF CURRICULUM DEVELOPMENT

RECOMMENDATIONS

Consultants	Strongly Recommend		Moderately Recommend		Do Not Recommend		Total	
	No.	%	No.	%	No.	%	No.	%
School business firms	29	21	81	59	28	20	138	100
Textbook companies	31	22	76	56	31	22	138	100
Business and industry	35	25	84	61	19	14	138	100
Universities and colleges	81	59	51	37	6	4	138	100
Within school district	89	65	41	30	8	5	138	100
Other school districts	62	45	59	43	17	12	138	100
State Department of Education	87	63	46	33	5	4	138	100
Community resource persons	61	44	72	52	5	4	138	100

TABLE XXVI A

PRACTICES AS REPORTED BY DIRECTORS OF INSTRUCTION PERTAINING TO
REIMBURSEMENT OF CONSULTANTS FOR IN-SERVICE PROGRAMS
OF CURRICULUM DEVELOPMENT

PRACTICES

Consultants	Honorarium No.	%	Honorarium Plus Expenses No.	%	Expenses No.	%	No Reimbursement No.	%	Total No.	%
School business firms	5	5	1	1	3	3	86	91	95	100
Textbook companies	4	3	1	1	1	1	113	95	119	100
Business and industry	0	0	0	0	5	8	59	92	64	100
Universities and colleges	22	18	76	61	15	12	12	9	125	100
Within the school district	15	13	0	0	15	13	90	75	120	100
Other school districts	10	14	29	41	23	33	9	12	71	100
State Department of Education	5	4	3	2	7	5	109	89	124	100
Community resource persons	4	5	4	5	8	10	62	80	78	100

TABLE XXVI B

RECOMMENDATIONS AS REPORTED BY HIGH SCHOOL PRINCIPALS PERTAINING TO
REIMBURSEMENT OF CONSULTANTS FOR IN-SERVICE PROGRAMS
OF CURRICULUM DEVELOPMENT

RECOMMENDATIONS

Consultants	Honorarium No.	%	Honorarium Plus Expenses No.	%	Expenses No.	%	No Reimbursement No.	%	Total No.	%
School business firms	7	6	14	10	37	26	80	58	138	100
Textbook companies	4	3	9	7	22	16	103	74	138	100
Business and industry	9	7	11	8	47	34	71	51	138	100
Universities and colleges	11	8	56	40	59	43	12	9	138	100
Within the school district	9	7	15	10	51	37	63	46	138	100
Other school districts	7	6	35	25	79	57	17	12	138	100
State Department of Education	8	6	16	11	45	33	69	50	138	100
Community resource persons	17	11	14	10	64	46	43	33	138	100

III. SIGNIFICANT CHARACTERISTICS OF THE MOST

BENEFICIAL KINDS OF CURRICULUM

RELATED IN-SERVICE PROGRAMS

Space was provided on the questionnaire for the respondents to list from one to three significant characteristics of the most beneficial kinds of in-service education programs and one to three significant characteristics of the least beneficial kinds. The contributions made by the directors of instruction and the high school principals are treated in this section.

Cooperative approach. The cooperative approach to in-service education was considered one of the more salient characteristics of effective in-service programs by the respondents. This theme was mentioned by twenty-eight percent of the directors and by thirty-two percent of the principals.

Some of the comments made by the directors were "Everyone concerned becomes involved--administrators, teachers and eventually pupils and parents," and "Cooperatively evolved and implemented by teachers, administrators, and central staff personnel."

Principals made such remarks as "Coordinated programs between administrators and teachers," "Include all levels of instruction and personnel from all levels of instruction," "Teachers participate in planning," and "Cooperatively planned."

Practical and purposeful. The respondents noted that effective in-service education programs should be practical and purposeful. Thirty percent of the directors of instruction and twenty-eight percent of the high school principals made comments supporting this characteristic.

The directors volunteered such remarks as "Practical more than theoretical," "Things that have a direct relation to what teachers are doing," "Practical," and "Purposeful orientation and organization of program."

Typical of comments made by the principals were "Those that help teacher do a better job in classroom," "Related to a useful situation," "Short meaningful meetings," and "Meetings with meanings and purpose."

Based on need. The theme of need ranked high among the comments submitted by the respondents. This theme was mentioned by twenty-three percent of the directors and eighteen percent of the principals.

"Based on teacher needs," stated one director. Other remarks included "The problem is recognized by teachers," "Programs that are directed to specific groups of teachers rather than all-district," and "As a result of an obvious need."

Statements by the principals included "In-service based on realistic needs," "Fills a need felt in local situation and fills a need felt by the teachers involved," and "Curriculum fitted to the needs of the community."

Time. The respondents noted that time is an essential element of effective in-service programs. The primary

concern commented on by the participants in the study was the
providing of ample time, usually released time for teachers.
Comments were made by fourteen percent of the directors and
ten percent of the principals.

The directors said, "Allowing curriculum committee to
set meeting times and places," "Free time allotted from
school day," and "Use of school time for in-service programs."

Representative of remarks by principals was "In-service
based on appropriate time and place acceptable to teachers,"
"Most of work scheduled during school hours," and
"Reimbursement for time spent above normal."

Effective leadership. The respondents stressed the
necessity of effective leadership for programs of in-service.
Endorsing this theme were twenty percent of the directors
and fifteen percent of the principals.

Examples related to the characteristics of effective
leadership given by the directors were "Administrators are
in the background but nevertheless guide and control. This
requires tact," "Excellent leadership should be provided,"
and "Dynamic leadership by the principal."

The principals noted "Democratic leadership," "Strong
direction from central administration," and "Good resource
persons."

Evaluation. The respondents mentioned evaluation as
being a significant characteristic of effective in-service
education programs. This characteristic was mentioned by
nine percent of the principals and sixteen percent of the
directors.

The directors suggested "Self-evaluation by the teacher," "Honest evaluation," and "System-wide evaluation involving all professional personnel."

Remarks made by the principals concerning evaluation were "Self-evaluation--extensive--then continue," "Evaluation to be automatic," and "System-wide evaluation using the self-evaluative criteria."

Human relations. This characteristic did not receive much attention from the respondents. One principal and one director of instruction mentioned the concept.

The director that gave this characteristic as being beneficial to in-service programs said "Development of good human relations in in-service programs."

The comment made by the principal was "Emphasis on human relations--strive for good rapport with those working on in-service programs."

Capable participants. The use of capable participants for in-service programs was of concern to eight percent of the directors of instruction and to five percent of the high school principals.

The central office personnel replied "Practicum with expert consultants," "Use of outstanding consultants in various phases of curriculum," "The use of 'specialists' for departments," and "Uses public school consultants as well as college people."

The principals volunteered these statements "Strong resource persons," "Top-notch consultants," and "Expert consultative service be available."

Voluntary participation. A total of two directors of instruction and four principals mentioned voluntary participation as a characteristic of effective in-service programs.

One director of instruction tersely remarked "Voluntary." The other director said "Optional participation."

The principals said "Those who want to participate" and "Participation by the individual faculty member."

IV. SIGNIFICANT CHARACTERISTICS OF THE LEAST BENEFICIAL

KINDS OF CURRICULUM RELATED IN-SERVICE PROGRAMS

The comments concerning the least beneficial kinds of in-service programs are grouped into five categories. The responses were not in sufficiently large number to warrant converting to percentages.

Central office dominated. The most significant characteristic of the least beneficial kinds of in-service programs as reported by the respondents involved central office domination of these programs.

Twenty-seven directors made remarks concerning this theme. Comments made were "Authoritarian or mandatory orders on curriculum," "Program set up by central office administration and no teacher involvement in planning," "Centrally planned without involving teachers or their needs."

The twenty-two principals that were concerned with central office domination of in-service programs commented "Program formulated solely by central administration,"

"Administrator dominated," and "Programs worked out by others and handed down for implementation." One principal commented that too much teacher domination could be present.

In listing characteristics of the most productive in-service programs, the respondents strongly endorsed the cooperative approach. In listing undesirable characteristics, the respondents noted that central office domination was the most objectionable.

Time. Another factor for which the respondents were concerned was time for accomplishing worthwhile activities of an in-service nature.

Twenty-three directors concerned with this theme remarked "Arbitrary time-slots to be filled," "After school hours," and "Teachers asked to work after school hours with no extra pay."

Eight high school principals related that not enough time was a deterrent to beneficial in-service programs. One remarked "Takes up too much of out of school time."

Lecture methods. The lecture method, as an in-service activity, was objected to by twenty directors of instruction and by seven principals.

"Programs that are straight lecture oriented" are not beneficial remarked one director. Others noted "Formal single shot lectures," "Where a sales pitch is made," and "Lecture sessions with little participation not very productive."

The principals reported "Lecture by consultant on theories," "Stereo-type professional lectures," and "Lecture type."

College courses. College courses were mentioned by two directors and three principals as being non-productive in-service activities. One of the directors commented "Certain college courses--subject matter oriented." One principal noted "College-type 'theory' classes."

Required participation. Eight directors of instruction and two principals listed required participation as objectionable. A director mentioned "Programs where attendance is mandatory and roll is checked." A principal noted "Compelled to do--any type."

Additional statements. Other comments regarding beneficial characteristics of ineffective in-service programs were not separately categorized. These comments concern: poor planning, curriculum guide development, to have a program for the sake of having a program, lack of follow-up activities, and programs of a theoretical nature.

V. COMMENTS

Part II of the questionnaire contained these instructions for the respondents: "Please indicate personal COMMENTS on any phase of in-service education related to curriculum development." Comments were presented by fifty-five of the directors of instruction and by forty-eight of the high school principals.

Some of the more salient comments made by the directors of instruction and the principals are presented

word for word. This method of reporting is used due to the
absence of common themes for this section.

VI. SIGNIFICANT COMMENTS MADE BY THE

DIRECTORS OF INSTRUCTION

Remains a neglected area even with increased
emphasis. The problem of time and place for group
meetings in a large school district is a major one.
The principal of a large high school has less and
less time for curriculum planning.

A necessary part of professional growth and
development.

The people who need it ignore it.

Within the School District we have found
that working on problems which concern people on a
grade-level basis (in other words, group meetings of
teachers in the same grade) are better for in-
service education than any other type of program.
Also, we have discovered that released time for
these in-service programs tends to strengthen the
program.

Teachers play a major role in the development
of curriculum for our school system, particularly in
the writing of guides. We are proud of the
enthusiasm they exhibit, especially since they
receive no monetary payment for their efforts.

Close personal involvement of staff with
inspired leadership provides for the best setting in
in-service activities.

I feel this is one of our most important
areas of concern--and I'm very unhappy with our
efforts with in-service in the public schools--We
may be "Riding a lame horse."

Key to successful curriculum development is the teacher. They must be actively involved in all levels of program: planning, project work, and evaluation.

A research specialist is needed to:

    (1)   keep abreast of current significant research

    (2)   evaluate experimentation and innovation.

District financed college courses offered within the district, either during the regular term or summer, have made the greatest contribution to individual teacher growth as well as general curriculum improvement and development. Funds provided for research and writing committees stimulates very effective study and produces high quality curriculum guides.

Our greatest difficulty in the smaller schools is to find a time when teachers can meet for in-service due to other responsibilities, i.e., bus drivers, coaches, club sponsors, etc.

This district badly needs an extended school year for the purpose of working on curriculum projects and developing local curriculum guides.

In-service activities should be and, in this district are, restricted to projects considered imperative to the curriculum. Whenever possible these programs are made voluntary.

In-service work here has been one of my most serious problems (or the lack of it). I know we have made progress with the idea. This next year we will be doing actual work here. The principal of each campus will follow-up on his campus from district wide workshops conducted by visiting consultants.

VII. SIGNIFICANT COMMENTS MADE BY THE

HIGH SCHOOL PRINCIPALS

The more democratic you can make the in-service education program the better it will be. Compatability with staff helps.

Definitely a must. Extending the school year for teachers to work on curriculum is by far the most effective way for improvement.

Large school systems should have full time subject area consultants to work throughout the school year on courses of study, etc. by subject area. Austin schools have excellent staff for such work. This enables a school district to work "round the clock," with district personnel without outside consultants.

I believe it is wise to retain a specialist from one of the universities for a period of 9 months to serve as a consultant.

Teacher participation in writing outlines and curriculum guides is the most beneficial type program.

I feel professional personnel should participate willingly and at own expense in such projects including advanced study (i.e., college or university courses).

To be a profession teachers need to develop a professional attitude of let us work together & do "it" without thinking of handouts. We should work together & share expenses for improvement.

To ensure the understanding and use of the finished product, the indivudual teacher must be deeply involved in the development of the curriculum.

Generally there is not enough planning
in advance. These should be planned and evaluated
just as are classroom projects and activities.

Encourage and pay expenses of personnel to
attend professional meetings and conventions.

VIII. SUMMARY

The findings concerned with practices and
recommendations related to college courses and consultants
are summarized under two headings, as follows:

1. _In-service practices most frequently reported_:
(1) teachers and administrators are required to take college
courses every three years, (2) the establishment of
extension courses in a district to meet the needs of that
district, (3) teacher and administrator participation in
professional education courses offered in the summer,
(4) teacher and administrator participation in professional
education courses offered during the school year, (5)
teachers and administrators study subject matter courses
during the summer, (6) teachers and administrators study
subject matter courses during the school year, (7)
teachers and administrators participate in institutes
sponsored by the National Science Foundation, NDEA projects,
or others, (8) consultant services from school business
firms, textbook companies, universities and colleges, within
district personnel, State Department of Education, and
community resource persons.

2. In-service activities strongly recommended:
(1) teachers and administrators should take college courses
every third year, (2) the establishment of extension courses
in a district to meet the needs of that district, (3)
teachers and administrators enrolled in subject matter
courses during the summer, (4) teachers and administrators
should participate in institutes sponsored by the National
Science Foundation, NDEA Projects, or others, and (5)
consultant services from universities and colleges, within
district personnel, and State Department of Education.

The data were so varied regarding practices and
recommendations for the reimbursement and use of consultants
for in-service programs Tables XXVI and XXVII were used to
summarize the material concerning this item.

The respondents noted that there are nine basic
significant characteristics of the most effective in-service
programs. These include: (1) cooperative approach, (2)
practical and purposeful, (3) based on need, (4) time, (5)
effective leadership, (6) evaluation, (7) human relations,
(8) capable participants, and (9) voluntary participation.

There were five characteristics contributed by the
respondents as indicative of the least effective in-service
programs. These characteristics are: (1) central office
dominated, (2) time, (3) lecture method, (4) some college
courses, and (5) required participation.

Chapter VII will summarize the findings of the study
and their implications as conclusions and recommendations.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY OF THE PROBLEM

The study was concerned with practices and
recommendations for in-service education programs in relation
to curriculum development in the State of Texas. The study
sample was composed of directors of instruction and high
school principals. The two-fold investigation was conducted
during the fall semester of the 1965-66 school year.

II. SUMMARY OF THE RELATED LITERATURE

In-service education was dealt with extensively in
the related literature. One of the first types of in-service
education to be identified was the teachers' institute which
can be traced back to the 1830's, following the establishment
of institutions for the formal education of teachers.

The literature noted that additional in-service
activities developed in the following chronological order:
(1) correspondence study in the late 1860's, (3) introduction
of reading circles near the turn of the nineteenth century,
(3) assemblies and chautauquas, the forerunners of summer
schools and extension courses, (4) supervision, recognized as
the most important agency for teacher improvement in the
early part of the twentieth century, (5) sabbatical leaves,
and (6) workshops dating from the 1930's. The latest
reported innovation was action research.

A review of the related literature identified few trends prior to 1946. Trends identified in 1946 included: (1) a cooperative approach to in-service education, (2) greater employment of group methods, (3) an awareness of and practice of better human relations, (4) greater responsibility on the part of districts for conducting their own in-service programs, (5) provisions in the budget for in-service education, and (6) workshops established by colleges and universities.

The literature reported other trends that appeared during the next nineteen years. These ranged from faculty meetings devoting time to the study of curriculum, behavior of children, community problems and evaluation, to the use of skilled teachers for providing leadership by working with other teachers in an organized program of in-service.

In-service education programs have been widely used by school systems of all sizes and types throughout the United States. In-service activities for these programs have been varied. It was noted in the literature that thirty to thirty-six types of activities may exist in a given school district.

The study of literature reported certain guiding principles for in-service education, such as: (1) teacher education is continuous; (2) in-service activities should be an integral part of over-all curriculum planning; (3) participation should be voluntary; (4) problems should be read; (5) leadership should be encouraged and developed; programs should be continuous; (7) planning should be cooperative; (8) the program should meet local needs; and (9) there should be careful evaluation.

Evaluation is a facet of in-service education that has received less attention than the other aspects. Certain guiding principles pertaining to the evaluation process have emerged, and state that evaluation must be planned and executed in terms of (1) specific relation to desired curriculum change, (2) continuity, (3) cooperation, (4) variety, (5) value judgments, (6) cognizance of the means as well as the ends, and (7) self-evaluation.

III. SUMMARY OF THE RESEARCH PROCEDURES

Two survey instruments were developed to gather the data for the study. The interview technique was used with seven central office administrative and building level personnel to assist in the preparation of the instruments.

The instruments were pre-tested by five administrators. After pre-testing, a pilot study using the two questionnaires was conducted at Sam Houston State Teachers College in Huntsville, Texas.

The final drafts of the questionnaires contained three major divisions. Part I of one of the questionnaires contained statements pertaining to in-service education practices. This instrument was sent to directors of instruction. Part I of the other questionnaire contained statements pertaining to recommendations for in-service activities. This instrument was sent to high school principals. Each questionnaire provided space for comments and significant characteristics of in-service education programs.

The instruments were distributed to two hundred and thirty directors of instruction and to two hundred and thirty high school principals. Returns were received from three hundred and six of the four hundred and sixty members of the sample.

The responses were recorded on IBM cards; however, the open-end suggestions were treated separately. The machine data were converted into percentages and tables were constructed. The data were reported in table and narrative form.

IV. SUMMARY OF PRACTICES AS REPORTED BY DIRECTORS OF

INSTRUCTION AND RECOMMENDATIONS AS REPORTED

BY HIGH SCHOOL PRINCIPALS

The findings for this section of the study were reported in Chapters IV, V, and VI. The most significant outcome of the study was the frequency of agreement existing between the current practices and the recommendations for in-service education programs organized and administered at the central office level and the building level. Areas of significant differences in current practices as reported by the directors of instruction and the recommendations as reported by the high school principals involved in the study are summarized in this section.

Significant differences pertaining to in-service activities organized at the central office level as reported in Chapter IV are presented below:

Practices	Recommendations
1. Curriculum committees at the district level are composed of administrators.	1. Curriculum committees at the district level should be composed of administrators and teachers.
2. Administrators determine the times and places for curriculum committees to meet.	2. Committee membership should determine the times and places for curriculum committees to meet.
3. District level personnel visit teachers to assist with curriculum projects.	3. The principals did not strongly recommend that district level personnel visit teachers to assist with curriculum projects.
4. Teachers and administrators are not frequently involved in a study of child growth and development.	4. The principals strongly or moderately recommend that teachers and administrators should be involved in a study of child growth and development at least once every five years.

Significant differences pertaining to in-service activities organized at the building level as reported in Chapter V are presented below:

Practices	Recommendations
1. Departmental chairmen do not observe classroom activities to help with curriculum development.	1. Departmental chairmen should observe classroom activities to help with curriculum development.

2. Resource centers are not maintained for use by curriculum committees.

2. Resource centers should be maintained for use by curriculum committees.

Significant differences pertaining to additional factors of in-service education as reported in Chapter VI are presented below:

<u>Practices</u>

1. Teachers and administrators study professional education courses and subject matter courses during the summer and during the school year.

2. School districts use consultant services from school business firms, textbook companies, universities and colleges, within district, State Department of Education, and the community.

3. Most consultants used for in-service programs are not offered a remuneration.

<u>Recommendations</u>

1. Teachers and administrators study subject matter courses during the summer.

2. The principals did not strongly recommend the use of consultan services from school business firms, textbook companies, and the community

3. The principals recommend remuneration for in-service consultants in most cases.

V. SIGNIFICANT CHARACTERISTICS OF THE MOST PRODUCTIVE IN-SERVICE PROGRAMS

A study of the data presented in Chapter VI, as reported by the respondents, fell into nine broad groups.

These groups indicated the most effective or productive in-service programs were ones that:

1. Principles of democratic approach and cooperative procedures should be followed.

2. Programs should be practical and purposeful.

3. Effective programs should be based on a real need felt by the professional personnel of the district.

4. Sufficient released time should be provided for teachers to complete in-service job assignments.

5. Effective leadership should be provided.

6. Evaluation should be a part of the in-service program.

7. Create an atmosphere that is conducive to good human relations.

8. Capable persons should be enlisted to serve on committees and other in-service activities.

9. Voluntary participation of the professional personnel of the district should be encouraged.

VI. SIGNIFICANT CHARACTERISTICS OF THE LEAST

PRODUCTIVE IN-SERVICE PROGRAMS

According to the respondents, the least productive in-service programs had the following characteristics.

1. Programs dominated by the central office staff.

2. Programs which did not provide sufficient time for accomplishment of worthwhile activities.

3. Programs based on the lecture method of presentation.

4. Programs based on theory oriented college courses.

5. Teachers required to participate in the program.

VII. CONCLUSIONS

The survey instruments were designed to seek information pertinent to in-service activities organized at the central office level and at the building level. The data supported the following conclusions:

1. Effective district-wide in-service education programs were organized and administered according to the principles of democratic, cooperative school administration.

2. The assistant superintendent for instruction was regarded as the working instructional leader at the district level and the principal was the instructional leader at the building level.

3. The directors of instruction do not necessarily practice the democratic approach to organization and administration of certain in-service activities; the principals indicated the approach should be one that was democratic and cooperative.

4. Administrators visit the classrooms and hold conferences with teachers to help improve the instructional programs.

5. A variety of in-service activities were offered professional school personnel.

6. The administrators recognized the need to provide facilities and services for in-service education curriculum committees.

7. The directors of instruction indicated that teachers and administrators were enrolled in college courses during the school year and in the summer. The

principals strongly recommended that teachers and
administrators enroll only in subject matter
courses in the summer.

8. Educators realize that consultants and resource
   people serve a particular role in the scheme of
   in-service education.

VIII. RECOMMENDATIONS

A study of the findings prompted the formulation of
the following recommendations:

1. In-service education programs should be carefully
   planned as an integral part of the instructional
   improvement program of all school districts.

2. Educators who are responsible for in-service education
   programs should coordinate the efforts of teachers
   and administrators.

3. Ways and means should be found to provide released
   time and/or remuneration for teachers whenever
   the teaching personnel are involved in extensive
   in-service education activities.

4. Colleges and universities should explore the
   possibility of developing a course primarily
   concerned with the development of in-service
   education programs.

5. Colleges and universities should examine their
   curriculum for the preparation of principals in
   light of the principal being the instructional
   leader.

6. School districts should examine their present
   in-service education programs in light of the
   findings of this study.

7. The Texas Education Agency and professional
   associations such as the Texas Association of

School Administrators and the Texas Association
for Supervision and Curriculum Development should
consider the findings of this study.

IX. RECOMMENDATIONS FOR FURTHER STUDY

1. Additional research should be focused on specific
    facets of in-service education programs such as
    evaluation, the principal's role as an
    instructional leader, and a complete history of
    the in-service education movement.

2. A parallel study with more emphasis on a depth
    investigation should be undertaken in each of
    the four attendance groups considered in this
    study.

3. It is recommended that a study be made of the
    course offerings at colleges and universities
    to determine whether administrators serving as
    instructional leaders are receiving the proper
    orientation.

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McMahon, Lois G.   "A Study of In-Service Education
    Programs in Selected California Public School
    Systems." Unpublished doctoral dissertation,
    University of California, Berkeley, 1954.

APPENDIX A

Beaumont, Texas
September 5, 1965

Dr. Leon R. Graham
Secretary-Treasurer
Texas Association of
  School Administrators
Texas Education Agency
Austin, Texas

Dear Dr. Graham:

In-service education for public school instructional
personnel is in greater need than ever before in the
history of education. This is an era when vast stores
of newly discovered knowledge must be assimilated into
virtually every curricular area. Promising new methods
of staff utilization must be explored because of our
expanding population. Individual efficiency must be
increased through graduate study of various kinds.
Since we must rely heavily upon the professional
personnel now in-service, there is an urgent need for
a logical approach to in-service education.

A doctoral study concerning practices and recommendations
of in-service education in our Texas schools will be
made this Fall. Information will be gathered from
questionnaires sent to the director of instruction and
a senior high school principal in each of the public
school districts of Texas having an average daily
attendance of 1,500 - 50,000 and above. This study is
being conducted under the chairmanship of Dr. Marvin
D. Sterrett, Chairman of the Department of Secondary
Education at the University of Houston, and it is
endorsed by the College of Education, University of
Houston, Houston, Texas.

-2-

The results of this study should be of considerable
value to anyone interested in the problems of
secondary education. Therefore, the Texas Association
of School Administrators is requested to endorse
this study. All results of the study will be made
available to the Texas Association of School
Administrators.

Your consideration of this request will be deeply
appreciated. The endorsement of the investigation
by the Texas Association of School Administrators will
lend considerable significance to the study. Further
information will be furnished if desired.

Sincerely yours,

Edwin Silverberg
Director of Secondary Instruction
Beaumont Independent School District

ES/ks

Approved:
Dr. Marvin D. Sterrett, Chairman
Department of Secondary Education
University of Houston
Houston, Texas

C O P Y   C O P Y   C O P Y

November 8, 1965

Mr. Edwin Silverberg

Beaumont, Texas   77708

Dear Mr. Silverberg:

I am pleased to advise that the Executive Committee
of the Texas Association of School Administrators in
its meeting on September 19, 1965, did endorse your
doctoral study concerning Practices and Recommendations
of In-Service Education in Texas Schools.

I am sure that the results of your study will be of
value to those administrators interested in this
particular problem.

Very cordially yours,

(Signed) Leon R. Graham
Secretary-treasurer

LRG:jb

APPENDIX B

LETTER REQUESTING PRELIMINARY

INFORMATION ON PARTICIPANTS

INCLUDED IN THE STUDY

Beaumont, Texas
September 7, 1965

Dear Superintendent:

Will you please supply the information requested at the
bottom of the page? You will find enclosed a self-
addressed stamped envelope for the return of this form.

The information will assist in securing data for a study
of in-service education in relation to curriculum
development. This study is being conducted under the
chairmanship of Dr. Marvin D. Sterrett at the University
of Houston and is endorsed by the College of Education,
University of Houston, Houston, Texas.

Your cooperation is greatly appreciated.

Sincerely yours,

(s) Edwin Silverberg

Edwin Silverberg
Director of Secondary Instruction
Beaumont Independent School District

Approved:
Dr. Marvin D. Sterrett, Chairman
Department of Secondary Education
University of Houston, Houston, Texas

ES/ks
Enclosure
- -

Name of School District:_____

     Mailing Address:_____

          _____, Texas
             (City)

Name of Central Office person responsible for the
   instructional program:

         _____

Name of high school principal:_____

Name of School:_____

Mailing Address:_____

        _____, Texas
      (City)

APPENDIX C

COVER LETTER ACCOMPANYING THE

QUESTIONNAIRE, FOLLOW-UP

POSTAL CARD AND LETTER

Beaumont, Texas
November 8, 1965

Dear School Administrator:

Attached is a questionnaire on in-service education in
relation to curriculum development. The results of this
study should be of considerable value to anyone
interested in the problems of secondary education.

Questionnaires are being sent to the director of
instruction and a senior high school principal in each
of the public school districts of Texas having an
average daily attendance of 1,500-50,000 and above. The
information will be treated professionally and
confidentially. A list of the cooperating school
districts will be listed in the appendix of the study.

This study is being conducted under the chairmanship of
Dr. Marvin D. Sterrett at the University of Houston.
The other members of the committee are: Dr. Harold R.
Bottrell, Dr. L. E. Freeman, Dr. J. Milton Muse, and
Dr. Richard D. Strahan. The Texas Association of School
Administrators has endorsed this study.

Will you please complete the questionnaire at your
earliest convenience and return it in the enclosed
self-addressed stamped envelope? Your interest in this
study is appreciated. Please accept my sincerest thanks
for your cooperation and time.

Sincerely yours,

(s) Edwin Silverberg

Edwin Silverberg
Director of Secondary Instruction
Beaumont Independent School District
Beaumont, Texas

ES/bb
Enclosures: (2)

Approved:
Dr. Marvin D. Sterrett, Chairman
Department of Secondary Education
University of Houston
Houston, Texas

December 4, 1965

Dear School Administrator:

The holiday season is fast approaching. May I take
this opportunity to wish for you a most pleasant
one? You could help to make mine a happier one if
you would (PLEASE) complete and mail to me the
questionnaire sent to you recently on the subject A
Study of Texas Programs of Curriculum Improvement
Through In-Service Education.

Sincerely,

Edwin Silverberg

Beaumont, Texas

Approved:
Dr. Marvin D. Sterrett, Chairman
Department of Secondary Education
College of Education
University of Houston
Houston, Texas

Beaumont, Texas
December 28, 1965

Dear School Administrator:

Approximately six weeks ago I mailed you a questionnaire
on the subject A Study of Texas Programs of Curriculum
Improvement Through In-Service Education, plus a
self-addressed stamped envelope.

According to my records I have not received a completed
questionnaire from you. If you mailed it recently and
it crossed this letter in the mail, please disregard
this request. If you have not mailed the questionnaire,
please try to find time to complete it as soon as
possible.

I know this is a busy time of the year for you, but I
would be most appreciative of your cooperation. A
completed questionnaire from you would help to make
this study that is endorsed by the Texas Association of
School Administrators more complete.

Sincerely yours,

Edwin Silverberg
Director of Secondary Instruction
Beaumont Independent School District
Beaumont, Texas

ES/bb
Enclosures: (2)

Approved:
Dr. Marvin D. Sterrett, Chairman
Department of Secondary Education
University of Houston
Houston, Texas

APPENDIX D

THE SURVEY INSTRUMENTS

A STUDY OF TEXAS PROGRAMS OF CURRICULUM
IMPROVEMENT THROUGH IN-SERVICE EDUCATION

Endorsed by the Texas Association of School Administrators

(1)   Time: Pilot study indicates questionnaire should
              take approximately 30 minutes to complete.

(2)   The word PRACTICE in this study means the customary
      or habitual way in-service activities are performed.

PART I: PRACTICES

      Please check PRACTICES as the actual current
program of operation for curriculum oriented in-service
education projects in/or affecting the high school(s)
served by the director of instruction.

SECTION A.   GENERAL ORGANIZATION
             (Check one response to each statement)

      1.   In-service activities related to curriculum
           development are organized and administered by
           (1)   Central office personnel   _____
           (2)   Individual school personnel   _____
           (3)   Cooperative arrangement between
                 central office personnel and
                 individual school staffs   _____
           (4)   Other:_____

      2.   Philosophy and guide lines pertaining to
           in-service programs of curriculum development
           are developed by
           (1)   Central office personnel   _____
           (2)   Individual school personnel   _____
           (3)   Committee of central office
                 personnel and personnel from
                 individual schools   _____

      3.   Person responsible for organizing and
           administering the in-service education program
           is the
           (1)   Superintendent   _____
           (2)   Assistant superintendent   _____
           (3)   Assistant superintendent for
                 instruction   _____
           (4)   Supervisor or coordinator   _____
           (5)   Other:_____

SECTION B. IN-SERVICE ACTIVITIES ORGANIZED AT THE
            CENTRAL OFFICE LEVEL BUT DESIGNED FOR ALL
            TEACHERS AND ADMINISTRATORS
            (Check one response to each statement)

1. Special in-service institutes are held for
   teachers
                              (1) Yes _____
                              (2) No   _____

2. Curriculum committees at the district level
   are composed of
            (1) Administrators   _____
            (2) Teachers   _____
            (3) Administrators and teachers _____

3. Teachers released time to serve on district
   level curriculum committees
                              (1) Yes _____
                              (2) No   _____

4. District level curriculum committee meeting
   times and places determined by
            (1) Administrators   _____
            (2) Committee membership   _____

5. Social activities are a part of the district
   level curriculum committee meetings
                              (1) Yes _____
                              (2) No   _____

6. Teachers' school year is extended for the
   purpose of working on district level
   curriculum projects
            (1) With pay   _____
            (2) Without pay   _____

7. District level professional library is
   available for use by curriculum committees
                              (1) Yes _____
                              (2) No   _____

   If the response is "yes", volumes housed in
   library: (Check one)
            (1) Below 50   _____
            (2) 50-149   _____
            (3) 150-499   _____
            (4) Above 500   _____

8. District level resource center is available
   for use by curriculum committees
                              (1) Yes _____
                              (2) No   _____

9. Central office personnel visit teachers to
   help with curriculum development projects
                                    (1) Yes ____
                                    (2) No ____

10. Advisory curriculum council assists with
    district level curriculum development
                                    (1) Yes ____
                                    (2) No ____

11. Advisory curriculum council which includes
    lay people assists with district level
    curriculum development projects
                                    (1) Yes ____
                                    (2) No ____

12. Sabbatical leaves are available to professional
    personnel to study problems of curriculum
    development and instruction
                                    (1) Yes ____
                                    (2) No ____

13. Demonstrations of good teaching methods are
    provided where and when needed
                                    (1) Yes ____
                                    (2) No ____

14. District level textbook selection committees
    are composed of
          (1) Administrators   ____
          (2) Teachers   ____
          (3) Administrators and teachers ____

15. Curriculum guides are developed by
          (1) Central office personnel   ____
          (2) Teachers   ____
          (3) Cooperatively by central
               office personnel, teachers,
               and individual school
               administrators   ____

16. District level faculty meetings include
    curriculum development and improvement
    instruction
                                    (1) Yes ____
                                    (2) No ____

17. District level in-service curriculum
    improvement program has involved teachers and
    administrators in a study of child growth and
    development within the
          (1) Last semester   ____
          (2) Last year   ____
          (3) Last 3 years   ____
          (4) Last 5 years   ____
          (5) Last 10 years   ____
          (6) Never

18. Community surveys are used as a phase of the curriculum improvement program

        (1) Yes ____
        (2) No ____

19. In-service curriculum projects are included in the district's annual budget

        (1) Yes ____
        (2) No ____

If the response is "yes", and the amount allocated to in-service curriculum projects is sufficient, check ____

SECTION C.   IN-SERVICE ACTIVITIES ORGANIZED AT THE INDIVIDUAL SCHOOL LEVEL
(Check one response to each statement)

1. Principal's role is more a coordinator of instruction than a line of command officer

        (1) Yes ____
        (2) No ____

2. Faculty meetings at the individual schools include curriculum development and improvement of instruction

        (1) Yes ____
        (2) No ____

3. Specific amount of time is devoted by the faculty of individual schools to curriculum development and improvement of instruction

        (1) Yes ____
        (2) No ____

4. Individual school departmental meetings include curriculum development and improvement of instruction

        (1) Yes ____
        (2) No ____

5. Department chairmen observe classroom activities to help with curriculum development

        (1) Yes ____
        (2) No ____

6. Principal visits the classroom to help improve instruction

        (1) Yes ____
        (2) No ____

7. Principal holds informal conferences concerning curriculum development with individual teachers

        (1) Yes ____
        (2) No ____

8. Principal holds informal conferences concerning curriculum development with groups of teachers

           (1) Yes _____
           (2) No _____

9. Professional library is available in the individual schools for use by curriculum committees

           (1) Yes _____
           (2) No _____

10. Resource center is available in the individual schools for use by curriculum committees

           (1) Yes _____
           (2) No _____

11. Team teaching is an accepted method of instruction

           (1) Yes _____
           (2) No _____

12. Teachers engage in classroom experimentation

           (1) Yes _____
           (2) No _____

13. Self-evaluation studies (such as, Evaluative Criteria) are engaged in by teachers and administrators

           (1) Yes _____
           (2) No _____

14. Which person is the instructional leader in the individual school (Check one)
        (1) Principal   _____
        (2) Assistant Principal in charge of Curriculum   _____
        (3) Director of Guidance and Counseling   _____
        (4) Other:_____

15. Annual budget for the individual school provides for in-service curriculum projects

           (1) Yes _____
           (2) No _____

SECTION D. INSTITUTES, COLLEGE OR UNIVERSITY COURSES
            (Check <u>one</u> response to each statement)

1. Teachers and administrators are required to
   take college courses (check one)
        (1) Every year   ____
        (2) Every 2 years   ____
        (3) Every 3 years   ____
        (4) Every 4 years   ____
        (5) Every 5 years   ____
        (6) Other:_____

2. Extension courses are offered within the school
   district to meet needs of the district's
   personnel
                                (1) Yes ____
                                (2) No   ____

3. Teachers and administrators take professional
   education courses during the summer
                                (1) Yes ____
                                (2) No   ____

4. Teachers and administrators take subject
   matter courses during the summer
                                (1) Yes ____
                                (2) No   ____

5. Teachers and administrators take professional
   education courses during the school year
                                (1) Yes ____
                                (2) No   ____

6. Teachers and administrators take subject
   matter courses during the school year
                                (1) Yes ____
                                (2) No   ____

7. School district reimburses professional
   personnel during the school year and/or summer
   for study in specific areas of value to the
   district
                                (1) Yes ____
                                (2) No   ____

   If response is "yes", how reimbursed: (check one)
                                (1) Partial____
                                (2) Full   ____

8. Teachers and administrators participate in
   college courses or institutes sponsored by
   National Science Foundation, NDEA Projects, or
   others
                                (1) Yes ____
                                (2) No   ____

SECTION E. CONSULTANTS AND IN-SERVICE

The responses to the following statements are composed of two parts. In the first part check either "yes" or "no". If the response is "yes", check the customary procedure for reimbursing the consultant.

	1st			2nd		
	Yes	No	Honorarium	Honorarium plus Expenses	Expenses	No Reimbursement

1. Consultants representing school business firms assist with curriculum projects.

2. Consultants representing textbook companies assist with curriculum projects.

3. Business and industry assist with curriculum projects.

4. Consultants from universities and colleges assist with curriculum projects.

5. Consultants from within the school district assist with curriculum projects.

6. Consultants from other school districts assist with curriculum projects.

7. Consultants from the State Department of Education assist with curriculum projects.

8. Community resource persons who are qualified specialists in subject matter (or curriculum) areas assist with curriculum projects.

PART II: Please indicate personal COMMENTS on any phase
           of in-service education related to curriculum
           development.

PART III: SIGNIFICANT CHARACTERISTICS OF IN-SERVICE
           EDUCATION PROGRAMS

    A. List prominent characteristics of the most
        beneficial kinds of curriculum related
        in-service programs.

        1. _____

        2. _____

        3. _____

    B. List prominent characteristics of the least
        beneficial kinds of curriculum related
        in-service programs.

        1. _____

        2. _____

        3. _____

A STUDY OF TEXAS PROGRAMS OF CURRICULUM IMPROVEMENT
THROUGH IN-SERVICE EDUCATION

Endorsed by the Texas Association of School Administrators

(1) Time: Pilot study indicates questionnaire should
take approximately 30 minutes to complete.

(2) The word RECOMMENDATION in this study means the
acceptance or favor of a given in-service practice.

PART I:. RECOMMENDATIONS

    This part of the questionnaire is concerned with
RECOMMENDATIONS to improve curriculum development and
instruction through in-service education activities in/or
affecting the high school served by the respondent.
Please circle one of the numbers after each statement
to indicate the degree to which a given in-service
practice is recommended according to the following
scale:

    1. Strongly recommend.
    2. Moderately recommend.
    3. Do not recommend.

SECTION A. GENERAL ORGANIZATION

    1. In-service activities related to
        curriculum development organized and
        administered by central office per-
        sonnel   1   2   3

    2. In-service activities related to
        curriculum development organized
        and administered by indivicual
        school personnel   .   1   2   3

    3. In-service activities related to
        curriculum development organized
        and administered as a cooperative
        arrangement between central office
        personnel and individual school
        staffs   1   2   3

    4. Philosophy and guide lines per-
        taining to in-service programs
        of curriculum development   1   2   3

    5. Philosophy and guide lines per-
        taining to in-service programs of
        curriculum development developed
        by individual school personnel   1   2   3

Scale:
1. Strongly recommend.
2. Moderately recommend.
3. Do not recommend.

6. Philosophy and guide lines pertain-
   ing to in-service programs of curri-
   culum development developed by a
   committee of central office per-
   sonnel and personnel from individual
   schools   1   2   3

7. Which person to serve as the instructional
   leader of the district (check one)
   ( )   Superintendent
   ( )   Assistant Superintendent
   ( )   Assistant Superintendent for Instruction
   ( )   Supervisor or Coordinator
   ( )   Other: _____

SECTION B.   IN-SERVICE ACTIVITIES ORGANIZED AT THE
             CENTRAL OFFICE LEVEL BUT DESIGNED FOR ALL
             TEACHERS AND ADMINISTRATORS

1. Special in-service institutes held
   for teachers   1   2   3

2. Curriculum committees at the dis-
   trict level composed of administra-
   tors   1   2   3

3. Curriculum committees at the dis-
   trict level composed of teachers   1   2   3

4. Curriculum committees at the dis-
   trict level composed of administra-
   tors and teachers   1   2   3

5. Teachers have released time to serve
   on district level curriculum com-
   mittees   1   2   3

6. District level curriculum committee
   meeting times and places deter-
   mined by administrators   1   2   3

7. District level curriculum committee
   meeting times and placed deter-
   mined by the committee membership   1   2   3

8. Social activities included as part
   of the district level curriculum
   committee meetings   1   2   3

Scale:
1. Strongly recommend.
2. Moderately recommend.
3. Do not recommend.

9. Teachers' school year extended with pay to work on district level curriculum projects   1   2   3

10. Teachers' school year extended without pay to work on district level curriculum projects   1   2   3

11. District level professional library available for use by curriculum committees   1   2   3

12. District level resource center available for use by curriculum committees   1   2   3

13. Classroom visitation by central office personnel to assist with curriculum development projects   1   2   3

14. Advisory curriculum council assists with district level curriculum development   1   2   3

15. Advisory curriculum council including lay people assists with district level curriculum development projects   1   2   3

16. Sabbatical leaves available to professional personnel to study problems of curriculum development and instruction   1   2   3

17. Demonstrations of good teaching methods provided where and when needed   1   2   3

18. District level textbook selection committees composed of administrators   1   2   3

19. District level textbook selection committees composed of teachers   1   2   3

20. District level textbook selection committees composed of administrators and teachers   1   2   3

Scale:
1. Strongly recommend.
2. Moderately recommend.
3. Do not recommend.

21. Curriculum guides developed by
    central office personnel   1   2   3

22. Curriculum guides developed
    by teachers   1   2   3

23. Curriculum guides developed
    cooperatively by central office
    personnel, teachers, and indivi-
    dual school administrators   1   2   3

24. District level faculty meetings
    include curriculum development
    and improvement of instruction   1   2   3

25. District level in-service curri-
    culum improvement program in-
    volving teachers and administra-
    tors in a study of child growth
    and development within the last
    five years   1   2   3

26. Community surveys used as a phase
    of the curriculum improvement
    program   1   2   3

27. In-service curriculum projects
    included in the district's annual
    budget   1   2   3

SECTION C. IN-SERVICE ACTIVITIES ORGANIZED AT THE
            INDIVIDUAL SCHOOL LEVEL

    1. Role of principal more of a co-
       ordinator of instruction than a
       line of command officer   1   2   3

    2. Faculty meetings at the individual
       schools include curriculum develop-
       ment and improvement of instruc-
       tion   1   2   3

    3. Specific amount of time by the
       faculty of individual schools de-
       voted to curriculum development
       and improvement of instruction   1   2   3

Scale:
1. Strongly recommend.
2. Moderately recommend.
3. Do not recommend.

4. Individual school departmental
   meetings include curriculum develop-
   ment and improvement of instruction   1 2 3

5. Department chairmen observe class-
   room activities to help with
   curriculum development   1 2 3

6. Principal visits the classroom
   to help improve instruction   1 2 3

7. Principal holds informal con-
   ferences with individual teachers
   concerning curriculum develop-
   ment   1 2 3

8. Principal holds informal con-
   ferences with groups of teachers
   concerning curriculum development   1 2 3

9. Professional library available in
   the individual schools for use
   by curriculum committees   1 2 3

10. Resource center available in the
    individual schools for use by
    curriculum committees   1 2 3

11. Team teaching approved as a
    method of instruction   1 2 3

12. Teachers engage in classroom
    experimentation   1 2 3

13. Self-evaluation studies (such
    as Evaluative Criteria) engaged
    in by teachers and administrators   1 2 3

14. Annual budget for the individual
    school provides for in-service curri-
    culum projects   1 2 3

15. Person to serve as instructional leader in
    the individual school: (Check one)
    ( ) Principal
    ( ) Assistant Principal in charge of
         curriculum
    ( ) Director of Guidance and Counseling
    ( ) Other: _____

SECTION D. INSTITUTES, COLLEGE OR UNIVERSITY COURSES

1. Teachers and administrators required
to take college courses periodically   1   2   3

Courses required: (Check one)
(1) Every year   ____
(2) Every 2 years   ____
(3) Every 3 years   ____
(4) Every 4 years   ____
(5) Every 5 years   ____
(6) Other:_____

2. Extension courses offered within the
school district to meet needs of the
district's personnel   1   2   3

3. Teachers and administrators enrolled
in professional education courses
during the summer   1   2   3

4. Teachers and administrators enrolled
in subject matter courses during the
summer   1   2   3

5. Teachers and administrators enrolled
in professional education courses
during the school year   1   2   3

6. Teachers and administrators enrolled
in subject matter courses during
the school year   1   2   3

7. School district reimburses profes-
sional personnel during the school
year and/or summer for study in
specific areas of value to the
district   1   2   3

How reimbursed: (Check one)
(1) Partial ____
(2) Full   ____

8. Teachers and administrators parti-
cipate in college courses or
institutes sponsored by National
Science Foundation, NDEA Projects,
or others   1   2   3

SECTION E. CONSULTANTS AND IN-SERVICE

The responses to the following statements are composed of two parts. The first part requests an indication of the degree to which the use of consultants is recommended. Place a circle around one of the numbers after each statement according to the following scale:
1. Strongly recommend.
2. Moderately recommend.
3. Do not recommend.

In the second part check how each type of consultant should be reimbursed.

	1st		2nd		
	Recommendations	Honorarium	Honorarium plus Expenses	Expenses	No Reimbursement
1. Consultants representing school business firms assist with curriculum projects	1 2 3				
2. Consultants representing textbook companies assist with curriculum projects	1 2 3				
3. Business and industry assist with curriculum	1 2 3				
4. Consultants from universities and colleges assist with curriculum projects	1 2 3				
5. Consultants from within the school district assist with curriculum projects	1 2 3				
6. Consultants from other school districts assist with curriculum projects	1 2 3				
7. Consultants from the State Department of Education assist with curriculum projects	1 2 3				

Scale:
1. Strongly recommend.
2. Moderately recommend.
3. Do not recommend.

8. Community resource
persons who are quali-
fied specialists in
subject matter (or
curriculum) areas
assist with curricu-
lum projects   1 2 3

PART II: Please indicate personal COMMENTS on any
phase of in-service education related to
curriculum development.

PART III: SIGNIFICANT CHARACTERISTICS OF IN-SERVICE
EDUCATION PROGRAMS

A. List prominent characteristics of the most
beneficial kinds of curriculum related
in-service programs.

1. _____

2. _____

3. _____

B. List prominent characteristics of the least
beneficial kinds of curriculum related
in-service programs.

1. _____

2. _____

3. _____